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ABSTRACT

This booklet provides synopses of 302 dissertations, all written in the period from 1988 to 1997, that focus on Catholic schooling. Of the total, 156 of the dissertations originated at non-Catholic universities, with 106 of these authored at state-supported, public institutions. The dissertations are grouped under the following categories: administration, leadership, principals, supervision; bishops, pastors, priests; boards, governance community; curriculum, academic programs; diversity-ethnic, innercity, international, minority, multicultural, racial, special needs; elementary education; finance; gender; history; identity mission; justice; law; parents; planning; reform, restructuring; religion, faith, morality, values; religious orders; school choice; secondary education; students; teachers; and technology. Each entry features the name of the author, the title of the work, the institutional affiliation of the author, and the year of completion. The entries also include a summary of the dissertation. When considered chronologically, the publication rate of dissertations did not vary much by year, ranging from 27 to 36. Of all the categories listed, administration, leadership, principals, supervision contained the most dissertations, 40, followed closely by history at 35. Only two of the dissertations addressed the subject of technology. (RJM)

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ED 430 307

DOCTORAL DISSERTATIONS ON CATHOLIC SCHOOLS IN THE UNITED STATES 1988-1997

BY THOMAS C. HUNT

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Doctoral Dissertations on Catholic Schools in the United States 1988-1997

Prepared by
Thomas C. Hunt

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National Catholic Educational Association

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FOREWORD

For a number of years, the National Catholic Educational Association has published listings of doctoral dissertations related to Catholic education. This publication, prepared by Dr. Thomas C. Hunt of the School of Education at the University of Dayton, includes dissertation summaries that are derived directly from the authors' abstracts of their dissertations.

All involved in Catholic schooling, especially teachers, administrators and researchers, will find this publication a valuable resource.

The National Center for Research in Catholic Education is grateful to Dr. Thomas C. Hunt for this valuable contribution to those in leadership and administrative positions in Catholic education.

Lourdes Sheehan, RSM
Executive Director
Department of Chief Administrators of Catholic Education

INTRODUCTION

Renewed interest in Catholic schooling in recent times is evidenced by the number and kind of dissertations on Catholic schools in the United States and its territories which have been conducted in the last ten years. Numbering 302 in all, these dissertations reflect the changes that have enveloped Catholic schools and their personnel and patrons.

There are several phenomena which merit mention in this brief "Introduction." First, of the 302 dissertations conducted from 1988 through 1997, 156 (about 51.5%) were written at non-Catholic universities, with 106 of these authored at state-supported, public institutions. Second, only two focused on aspects of technology. Thirty-nine (approximately 13%) were published under the auspices of the Institute for Catholic Educational Leadership of The University of San Francisco, where Sister Mary Peter Traviss, O.P., has been a leader in research conducted on Catholic education for some years.

Chronologically, the publication rate of dissertations has not varied much by year, ranging from 27 to 36, with the exception of 1992 (a low of 19). Further breakdowns reveal that Administration, Leadership, Principals, Supervision (ALPS) leads the categories with 40, followed closely by History with 35, and at some distance by Religion, Faith, Morality, Values (RFMV) with 25 and Diversity with 23.

Finally, a *caveat*. The placing of dissertations in certain categories sometimes involved more than a little judgment. For instance, a dissertation on the challenges of faith leadership involving the lay elementary urban principalship in the history of Catholic schooling could have been placed in ALPS, Diversity, Elementary Education, History, or RFMV.

The compiler hopes that the publication of this data will prove helpful to students seeking fruitful studies on Catholic schooling, to their advisors, and to the cause of Catholic schools, which serve both the Church and the nation. He acknowledges with gratitude the support of the National Catholic Educational Association, without which this document could not have been produced.

NOTE: The following summaries are derived directly from the authors' abstracts of their dissertations, taken from Dissertation Abstracts International, UMI databases.

ADMINISTRATION, LEADERSHIP, PRINCIPALS, SUPERVISION

Anastasio, Patricia Ann. "The Recruitment, Selection and Preparation of Catholic School Principals in Six Dioceses in the United States." Ed.D., Fordham University, 1996.

Sought to understand how dioceses have assumed responsibility of recruiting, selecting, and preparing principals from the laity. Also attempted to understand how dioceses are responding to goals of 1991 National Congress on Catholic Schools for the 21st Century. Sought further to understand how sensitive dioceses are to emerging understandings of lay leadership and spirituality. Six dioceses selected; case study method utilized. Results revealed that over one half of the dioceses in U.S. have recruitment programs and more than two thirds have selection and preparation programs. Findings further suggested that dioceses rely on local colleges and universities to impart theoretical, while they prepare personnel in technical areas particular to their own diocese. Revealed further that diocesan directors perceive no distinction in leadership and spirituality exercised by laity; that programs are strengthened when dioceses collaborate with other dioceses, with pastors and search committees, and with colleges and universities; and that diocesan programs incorporate principles and elements of similar programs in public education.

Byrd, Pamela Ann. "Job Satisfaction of Catholic School and Public School Principals in Arkansas." Ed.D., University of Arkansas, 1997.

Twofold purpose to: 1) determine if there was a relationship between job satisfaction of Catholic school principals in the Diocese of Little Rock and job factor variables and 2) determine if there was a relationship between job satisfaction of public school principals in Arkansas and job factor variables. Questionnaire with accompanying letter explaining purpose of study given to the 35 principals in Catholic schools of Little Rock Diocese and 35 public school principals. Number Crunchers Statistical Software (NCSS) used to conduct following tests: 1) Pearson Correlation; 2) Spearman Correlation; and 3) Cross Tabulation. Study found significant relationships between job satisfaction of Catholic school principals and job factor variables of number of years as principal and perceived support from their pastor. Similarly, study found significant relationship between job satisfaction and the job factor variable of superintendent support of public school principals. Recommendations for pastors included: 1) offering full support to their principals; 2) considering a weekly meeting with principals for ongoing communication and dialogue about school matters; and 3) emphasizing years as principal when hiring new principals. Recommendations for superintendent included: 1) offering full support to principals; and 2) maintaining monthly contact with principals.

Carr, Kathleen Mary. "Catholic Elementary School Leadership: A Study of Principals' Motivation, Efficacy and Satisfaction." Ph.D., The Catholic University of America. 1995.

Examined the effects of demographic factors and motivation orientation on principals' sense of efficacy and satisfaction within each aspect of Manno's (1985) framework to conceptualize Catholic school leadership: spiritual, educational, and managerial. Catholic principals responsible for spiritual leadership efficacy and spiritual leadership satisfaction. Survey method utilized. Findings showed a reciprocal relationship between a principal's sense of efficacy and satisfaction. Principals had high levels of mission and professional motivation in deciding to continue as leaders in Catholic schools. Mission motivation an important predictor for educational and managerial satisfaction. Principal's sense of efficacy increased the more s/he participated in the life of the Church. Lay principals reported higher levels of educational and managerial efficacy and educational satisfaction; religious principals had higher levels of spiritual satisfaction; they shared similar levels of spiritual efficacy. Leadership efficacy and satisfaction increase when religious mission of school influences principals to continue as Catholic school leaders and a personal sense of religiosity informs how the principal views life.

Clune, Patricia. "Implementation of Year-Round Education: A Case Study of Five Catholic Schools." Ph.D., Georgia State University, 1994.

Compared and contrasted the implementations of year round education in five Catholic schools. Utilized cross-site case study methodology, historical documents and semi-structured interviews. Findings indicated that the primary reason four of the five schools adopted a year round calendar was improved educational benefits for students. Identifies barriers to implementation, e.g., child-care concerns, conflicting family schedules, concern about on-going studies, and fear of change. Strategies used to diffuse resistance included adequate, clear and effective communication and education, among others. Concluded that advantages from implementation were

categorized by academic growth for students, professional benefits for staffs, and enriched personal opportunities for students, staffs, and families.

Coley, Kenneth Scott. "Transformational and Transactional Leadership and the School Principal: An Analysis of Selected Private Secondary School Principals in Maryland." Ed.D., University of Maryland College Park, 1993.

Compared nonpublic (Catholic, Independent, and Protestant) secondary school principals' self-perception of their use of transactional or transformational behaviors with teachers' perceptions of their principals' use of these behaviors. Data provided by 24 principals (96% response rate) and 160 teachers (74% response rate). Leithwood Leadership Survey employed to gather data. Findings indicated that the six transformational processes (provides vision or inspiration, models behavior, fosters commitment to group goals, provides individual support, provides intellectual stimulation, and holds high performance standards) and the contingent reward transactional leadership process were present in the study, with the management-by-exception transactional process the least utilized. The perceptions of the principals and teachers about the presence of the eight leadership processes vary according to the age of the school with the most significant differences being between the schools aged 21 to 50 years and the schools over 50 years old.

Diamond, David Edward. "An Analysis of Leadership Behavior and Self-Efficacy of Principals of Catholic Secondary Schools." Ph.D., The Catholic University of America, 1997.

Study examined 3 leadership roles and the sense of self-efficacy of administrators in Catholic secondary schools. Roles of educational and managerial leadership shared by administrators in all schools. Catholic school administrator also has task of being a spiritual leader. Study delineated 2 distinctive elements within each of the 3 roles that serve to specify the work of the administrator. Two subdivisions of educational leadership are 1) symbolic and cultural leadership, and 2) curriculum and instructional leadership. Two subdivisions of managerial leadership focus on 1) the institution and 2) personnel. Spiritual leadership involved 1) spiritual and moral development and 2) a Catholic philosophy of education. Author-composed survey instrument sent to randomly selected 750 principals of Catholic secondary schools; 404 were returned. Survey contained 109 questions in 3 sections: 1) demographic information; 2) principal's leadership behavior; and 3) principal's sense of self-efficacy. Major research questions and hypotheses of study involved relationship of demography to leadership and self efficacy. Lay and religious principals' sense of self efficacy as spiritual leader also of interest. Study indicated that both lay and religious principals identify themselves as capable educational, managerial, and spiritual leaders. One of the most important conclusions drawn is that there is no difference between lay and religious principals concerning their sense of self-efficacy as spiritual leaders. Participation in professional activity largest influence on principals' leadership. Percentage of Catholic faculty members also important element for principals' leadership. Almost one-third of respondents indicated they had experience in other than a Catholic school.

Dias, Orsete Jesus. "Principals' and Teachers' Perceptions of the Extent of Shared Decision-Making in Urban and Suburban Catholic Elementary Schools." Ed.D., St. John's University (New York), 1994.

Investigated from a random sample of 85 Catholic elementary schools from urban diocese of Brooklyn and from suburban diocese of Rockville Centre the extent of shared decision-making as perceived by principals and their faculty. Sought to determine whether there were significant multivariate relationships among selected factors as age, gender, etc. Also attempted to ascertain if there were any significant relationships between faculty's perceptions and morale. Found that both groups perceived extensive faculty involvement in dimensions of goals, standards, curriculum, and staff development and little or no involvement in matters of budget and staffing. Principals rated themselves higher than teachers on every dimension of the Teacher Involvement and Participation Scale (T.I.P.S.), but there was a perfect correlation 1 between their rankings of the extent of teacher participation on the various dimensions of the T.I.P.S. There were significant differences between urban and suburban teachers on 3 of the 8 dimensions, on no dimension did the mean scores exceed .19. Finally, the faculty's perceptions as to the extent of their participation were all significantly correlated with their perceptions of morale.

Dillon, Geoffrey Russell. "Catholic Secondary School Principals' Perceptions of Their Involvement in School-Initiated Student Referrals for Psychological Evaluation." Ed.D., University of San Francisco, 1997.

Study explored roles in which, and extent to which, Catholic secondary school principals participated in student referrals for psychological evaluations. Primarily descriptive, study also explored relationships of this participation to the principals' perceptions of the variables of school mission, competencies of the principal, and the training and experience of the principal related to school-initiated student referrals for student outcomes. Principals revealed a significant commitment to the psychological well-being of their students, as part of the Catholic school's mission, and a willingness, both in their role-understanding and current contributions, to be involved in school-initiated referrals. Findings reflected a universal practice among Catholic secondary schools (n=172), of recommending students for evaluations. Slightly fewer principals (94%) indicated a school practice of requiring students to undergo an evaluation, when appropriate. In required referrals, 98% of principals participated in school's decision-making process; 99% participate in conferences with parents and student. Majority assessed

their participation as competent; 15% questioned their competence in decision-making process, and 18% had questions about their competence in school conference. Lack of training major reason for questions. Suggestions for professional practice are addressed to groups exercising influence on the student referral process.

Ferrare, James Peter. "Identifying Discriminating Items for Student Feedback to Principals." Ph.D., Iowa State University, 1990.

Primary purpose of study was to create and test items for student evaluation of principal performance. Items were designed utilizing 5 correlates of the effective school and current research on principal behaviors as defined by the School Improvement Model Project at Iowa State University. Study involved 599 students in grades 5, 8, and 11 representing 32 schools from 24 public school districts and one Roman Catholic Diocese during the fall semester of the 1989-90 school year. Samples drawn from each grade level to test various hypotheses. Data from questionnaires analyzed using the Menne and Tolsma methodology to determine item discrimination powers. Items which discriminated at the .05 level of significance were identified. Items on the 2 sections of the questionnaire that were found to be discriminating between principals were analyzed to determine the correlation between student responses on the discrimination questionnaire and the potentially biasing factors of the student's like or dislike of the principal, attendance patterns, and their interest in school. Hypothesized that differences in item discrimination powers would be identified in the analysis of data between male and female principals, public and nonpublic school principals, principals of large and small schools, and between participating grade levels (5, 8, and 11). Students rated the performance of female principals more favorably on items involving instructional leadership while male principals were perceived to operate a safer and more orderly school environment. Nonpublic school principals were perceived to interact more frequently with students and run a safer and more orderly school environment. Students from small schools (less than 350 students) perceived their principal to be more involved in student activities and overall demonstrated a more caring attitude. Overall, 5th grade ˜ students rated the performance of their principal more favorably than grade 8 or 11 students.

Griesgraber, James John. "Job Satisfaction and Role Clarity of the Catholic Elementary School Principal." Ph.D., University of Minnesota, 1988.

Purpose of study was to analyze differences in role expectations between Catholic elementary school principals and their governing boards of education in selected Catholic elementary schools in the U.S. What is the relationship between clarity of the principal and job satisfaction? Role Norm Inventory, developed by Fosket and Wolcott, was instrument chosen to measure role clarity. Five of 45 items on inventory were reworded to make the instrument relevant for Catholic school principals. Piloted in 10 schools to measure its clarity. Minnesota Job Satisfaction Questionnaire developed by Psychology department of Univ. of Minnesota chosen to measure job satisfaction. Financial limitations restricted the number of respondents to a maximum of 500. 44 Catholic elementary schools across the U.S., with potential of 44 principals and 396 board members, randomly chosen to participate. U.S. divided into 6 geographical regions and 3 additional subsections of urban, rural, and suburban. Representative number of schools randomly selected from each of the 18 categories. Each principal received appropriate materials, asked to administer them, and return them. Initial study done in fall of 1985. Due to poor response rate second sampling conducted in fall of 1987. Principal job satisfaction measured as function of role congruence as determined by response of principals and boards of education to the Catholic elementary school principal role norm inventory.

Haymon, Darlene L. Robinson. "Relationships among Elementary School Principals' Leadership Style, School Climate, and Student Achievement in Differing Racial-Ethnic and Socioeconomic Status Contexts." Ed.D., University of Southern California, 1990.

Purpose of study was to identify the leadership behaviors related to student achievement and school climate, thereby providing additional information about the elementary school principalship and its affects on student achievement. Survey research utilized. Data gathered by use of Leadership Behavior Descriptive Questionnaire and Organization Climate Questionnaire. Student achievement measured by reading subtest scores from the California Test of Basic Skills. Number of students receiving free lunch determined socioeconomic status of schools. Data analyzed by chi-square analysis, factor analysis, and multiple regression stepwise regression. T-test used to determine probability. Found that teachers' perceptions of principals' leadership style related to: teachers' rating of the actual climate; 3rd grade reading achievement; and 3rd grade achievement. The percent of white students was related to 6th grade achievement and principals' leadership style. There was a strong positive relationship between socioeconomic status and percentage of white students. School climate was not related to 3rd or 6th grade achievement. Concluded that principals' leadership style was positively related to teachers' perceptions of school climate. Recommended that 1) principals should focus on strengthening leadership behaviors that relate to student success; 2) a similar study should be conducted with a larger sample; and 3) determine what aspects of high socioeconomic status could be simulated in low socioeconomic ì status contexts to increase student achievement.

Helbling, Madonna Joan. "The Church Leadership Program: An Analysis of Student Expectations and Goal Achievement, 1978-1991." Ed.D., Fordham University, 1992.

Studied the Church Leadership Program (CLP) started at Fordham University in 1978 in response to the request of the Catholic bishops that higher educational institutions develop special unique programs to train Catholic educational leaders. Study revealed that CLP was successful in reaching its goals and those of the participants. The program's goals most successfully reached were: "To respond to a church need to train administrators for religious schools" and "To address evolving and expanding needs of contemporary administrators." Ninety-eight percent of the respondents reported that the program helped them reach their goals. The two primary reasons participants gave for entering the program were: "To be better able to serve the church in promoting Catholic education" and "To increase my personal competency in carrying out professional responsibilities." Concluded that the CLP was very effective in the administrative formation of leaders for Catholic education.

Helm, Claire Marie. "Cultural and Symbolic Leadership in Catholic Elementary Schools: An Ethnographic Study." Ph.D., The Catholic University of America, 1989.

Study examined symbolic and cultural leadership fostering clarity, consensus and commitment toward the school's culture, values and goals against the backdrop of 1) organizational leadership research on the motive-arousal behavior of the charismatic leader; 2) school climate using Tagiuri's (1968) taxonomy; and 3) cultural context of leadership in the Catholic school. Four principals from the Catholic elementary principals in Arlington, Virginia were the foci of on-site observations and interviews during the 1987-88 school year. Particular attention paid to the relationship between principal and faculty. Analysis of the principal's leadership was undertaken using qualitative data analysis. Found that: transformational principals: 1) communicated high expectations by frequent supervision, feedback, contact, recognition and written documents; 2) exercised symbolic and cultural leadership by modeling religious values, carefully selecting teachers, emphasizing the importance of teachers as role models, highlighting the centrality for the religious education program, and maintaining high visibility; and 3) demonstrated climate-setting behaviors by promoting positive relationships among teachers, high morale, shared instructional leadership and collaborative decision-making. Additional findings centered on characteristics such as: early diagnosis of school functioning, desire for feedback, high energy, pro-activity, ingenuity, resourcefulness, protectiveness, and "vision." The "web of relationships" linking parents, teachers, children and administrators within the parish framework was identified as a significant culture-building factor. Study contributes to literature by identifying cultural and symbolic leadership behaviors of principals identified as transformational and the impact of their leadership on the school's culture. Study suggests new directions for the identification and training of principals with potential to be transformational leaders.

Higgins, Daniel Joseph. "The Relation of Participative Leadership Style to Two Measures of School Effectiveness in the Catholic High Schools of the Archdiocese of San Antonio." Ph.D., Texas A&M University, 1993.

Purpose to determine whether principals' participative leadership style was related to two measures of school effectiveness: instructional leadership or home-school relations. Survey method used; total of 215 respondents from 120 teachers and 240 parents. I As teachers perceived principals as demonstrating more of a participative leadership style, they also perceived principals as being better able to frame school goals and supervise and evaluate instruction. As principals were perceived as demonstrating more of a participative leadership style, they were also perceived by teachers as being better able to assess the parent-teacher relationship and by parents as being better able to promote a positive school climate. Recommended seminars for administrators, teachers and parents to address the topic of effective communication between the home and school and its importance in creating an educational partnership that maximizes student learning.

Howe, William Stowell, III. "Instructional Leadership in Catholic Elementary Schools: An Analysis of Personal, Organizational, and Environmental Correlates." Ph.D., Stanford University, 1995.

Addressed the inability of principals in a political environment to exercise instructional leadership, framed in the bureaucratic governance system of American schools. Argued that solution is to adopt the kinds of reforms practiced by private schools, ones that devolve authority to the school and its principal. The dependent variable was principal instructional leadership; the independent variable of primary interest is comprised of private sector environment factors. The study utilized open systems theories of organizations, drawing primarily from resource dependence theory and institutionalist theory. Two instruments were employed, the Principal Instructional Management Rating Scales (PIMRS) and the Catholic School Principal's Questionnaire (CSPQ). Response rates to both were above 80%; both were thoroughly assessed for reliability and validity. Data were analyzed through the use of descriptive statistics, ANOVA, correlation analysis, and multiple regression analysis. Private sector environment correlates offer the most powerful explanation in perceived instructional leadership. Concludes that explanatory power of the private sector environment is pertinent to public policymakers and reformers interested in school-based management and other proposals to "privatize" the public sector, as well as to Catholic school policymakers and practitioners.

Karl, Catherine A. "Teacher Observation in Selected Secondary Schools of the Archdiocese of Chicago." Ph.D., Loyola University of Chicago, 1990.

Purpose of study to document, assess, and examine teacher observation methodologies currently used in the secondary schools of the Catholic Archdiocese of Chicago. Five research questions: 1) Are teachers observed in clinical context more satisfied with the observation process than those who are not? 2) Will those responsible for teacher observation evaluate the program as more successful when they perceive it to be part of a comprehensive staff development program in that school? 3) Will observers evaluate the teacher observation process more favorably than those being observed? 4) Can the same observer perform both evaluative and supervisory roles? 5) Are there ways to improve the teacher observation process within and among schools? Parallel surveys consisting of demographic data and 25 item questionnaires sent to 4 observers and 4 teachers randomly selected from sample of 13 schools. Means of scores for each question for observers and teachers compared within each school and among schools; means of scores of total responses compared for observers and teachers within and among schools. In addition, 27 respondents from 4 schools were interviewed. Concluded that: 1) although teacher observation is done in the high schools, it is not done consistently among and within the schools; 2) teacher observation is not connected to other staff development activities; 3) supervision is differentiated according to the needs and experience of the teachers being observed; 4) staff development activities and policies are not directly related to classroom observation; and 5) teachers think that supervisory and evaluative tasks can be performed by the same person. Recommendations were: 1) principal needs to ensure that observation occurs; 2) resources should be allocated to ensure that observation occurs within the context of staff development; 3) involving teachers in the observation and staff development processes would benefit the professional life of the school.

Johnson, Anne. "Frames and Effective Leadership: A Study of the Use of Organizational Frames by Elementary Principals." Ed.D., University of LaVerne, 1995.

Research indicates that one characteristic of an effective leader may be cognitive capacity, i.e., the ability to view organizations from more than one frame of reference. The purpose of this study was to determine if there was a difference between the number and types of frames male and female principals use as managers and leaders in Catholic and public schools. Another purpose was to see if there was a significant difference between the perceived effectiveness of the elementary principal, as measured by teachers, and the number and types of frames an elementary principal used. A descriptive research design was used to determine if there was a significant difference between the variables. One hundred principals and 66 teachers were surveyed. Found that most principals used a multiple frame approach to management but less than 40% used a multiple frame to leadership. There was a high level of teacher satisfaction with the principals' management and leadership effectiveness. Concluded that elementary principals may have restrictions on their time and energy which impact the use of multiple frames for leadership. The principals' preference for the human resource frame reflects a strong interest in the people in their organizations. Women showed higher levels of cognitive complexity, perhaps reflecting societal demands. Catholic schools' value-oriented environment may explain the higher frequency of Catholic principals using symbolic frames. Teachers felt their principals are effective regardless of the number or type of frames used.

Kettenbach, Gerard Francis. "The Implementation of Collegial Governance in Archdiocesan High Schools Following the Second Vatican Council." Ph.D., Saint Louis University, 1994.

Case study research which explored the changes in administration and governance in a midwestern archdiocese's high schools. Findings showed that with principals being required to raise operating funds in the absence of archdiocesan subsidies they needed to share administrative powers with staffs and parents, resulting in a more collegial form of governance. The lack of articulation between administrators, teachers, parents, students, and the community about the identity and mission of Catholic schools was the biggest obstacle. The Catholic Education Office has provided a theoretical framework for this change and has ceased its attempts at controlling individual schools. Study suggested that more work on formulating a consistent mission of Catholic education that is supported by all constituencies should be embarked upon and recommended looking at Total Quality Management as a tool for doing so.

Kleine-Kracht, Paula A. "The Integrative Role of the Secondary Principal: Three Case Studies." Ph.D., The University of Chicago, 1990.

Study proposed integration for describing secondary principalship and investigated to what extent and in what manner the secondary principal can integrate a faculty's diverse educational orientations and influence a school's educational vision. Lawrence and Lorsch's (1967) contingency theory, Manasse's (1986) components of vision, and Firestone and Wilson's (1985) bureaucratic and cultural linkage mechanisms form the theoretical framework. Study investigated 3 suburban high schools (1 Catholic and 2 public) selected because of their reputations as "good" high schools, and for the public schools, their national selection as Schools of Excellence. Data collected at each site through observation, document analysis, and semi-structured interviews of all administrators and at least 20% of the faculty. Interviews and fieldnotes analyzed using principles of grounded theory (Glaser and Strauss 1967). Strength of pre-existing shared understanding of the school's purpose and the principal's ability to demonstrate respect for that vision constrain the extent to which an administrator influences the content and form

of an educational vision. Three beliefs constrain the content of shared educational vision: 1) students' welfare is primary; 2) secondary education has cognitive and affective purposes; and 3) teaching demands respect. It is important that principal demonstrate these beliefs in word and action, and a shared understanding of the teaching role is based on these beliefs. Principals in the study clearly demonstrated an organizational., personal, and strategic vision, but less clearly model a future vision. Study points to need within school organization for a vertical link between teaching and managing. For schools investigated, it seemed critical that this position credibly represent classroom concerns and have decision-making and policy-setting authority. Study indicates that principal can be primary instructional leader or can facilitate other administrators' filling this role. Study questions whether it is appropriate for school administrators to restrict their views of schools to a political frame

Lamb, Maureen Alice. "A Study of Excellence: Principals in Urban Catholic Elementary Schools." Ed.D., Fordham University, 1997.

Study designed to uncover the inner dynamics that energize 4 excellent principals who lead urban Catholic elementary schools and discover their underlying operative principles, educational platforms, and interpretive maps. Principals selected through the Principal Perceiver (1989) developed by Gallup, Inc. Principals further interviewed using critical incident exercises and criteria analysis questions. Cross case analysis and causal networks were used to analyze the data. Found that principals possess a core commitment to education for the poor, especially inner city children. Have deep sense of spirituality which roots their mission in values and beliefs and bonds them to people with whom they work. Operate in way which orients them toward a greater good and empowerment of others; beliefs and values show sensitivity to diversity and respect for the human person. Seek meaning behind events and situations; able to deal effectively with outbursts of violence and conflict. Have a high tolerance for ambiguity and a real love for people accompanied by the skills of his/her profession.

Lebert, Linda Marie Lebauve. "The Relationship between Teacher Perception of Administrative Performance of Leadership and Teacher Preparation of School Climate in Catholic Schools in Louisiana." Ph.D., The University of Southern Mississippi, 1993.

The purpose of this study was to provide descriptive data in determining the relationship between teacher perception of administrative performance of leadership and teacher perception of school climate. Sought to determine if this relationship was related to the independent variables of gender, age, years' experience in Catholic schools, educational degree and teacher classifications. Sample included 64 Catholic elementary schools in Louisiana; the Profile of a School questionnaire was mailed to 640 teachers in these schools during 1992. Multiple linear regression techniques were applied to test the eight hypotheses. All variables did have a significant effect on teacher perception of administrative leadership; however, only teacher perception of school climate had a significant independent effect. It appears to be the major factor influencing teacher perception of administrative leadership.

Martin, Thomas Constantine. "Compliance with Selected Educational Policies in the Archdiocese of Milwaukee Catholic Elementary School System." Ed.D., Loyola University of Chicago, 1993.

Purpose of the study was to determine the level of compliance that a selected set of policies had in the Archdiocese of Milwaukee Catholic Elementary School System and to determine the reasons that schools were not in compliance with these policies. Demographic information about schools and principals sought to ascertain if demographics played a role in the level of compliance. Thirty-seven policies, selected because of their potential controversial nature, their prior history of problems, or their suspected lack of compliance sent to 163 principals of whom 102 responded. Principals asked if they were in compliance with each policy item, if not to choose one or two reasons from a given list as to why not, or give their own reason for lack of compliance. Principals were also asked for factual data about themselves and their schools. Results were analyzed using the t-test, the chi-square statistic, and the Pearson correlation coefficient. Policies most often in noncompliance were on the testing of fire alarms, the principal's control of funds, and the pastor's evaluation process of the principal. Preference for the local policy, lack of the policy's existence, and a variety of reasons classified as "other" were the most frequent reasons given for noncompliance.

Mignacca, Egidio Carmen. "A Comparison of Leadership Styles of Catholic and Public Elementary School Principals, and Organizational Effectiveness, Teacher Loyalty, and Job Satisfaction." Ed.D., Wayne State University, 1988.

Study to determine whether there was: 1) a difference in the leadership styles of Catholic and public elementary principals; 2) a difference in the organizational effectiveness, teacher loyalty, and teacher job satisfaction in Catholic and public schools; and 3) a relationship between the leadership styles of Catholic and public elementary principals and organizational effectiveness, teacher loyalty, and teacher job satisfaction as perceived by the professional staffs of Catholic and public schools in Macomb County. Sample consisted of 13 Catholic elementary principals and 234 staff; 14 public principals and 245 staff. Study's 7 hypotheses tested statistically by the t-test for 1 hypothesis and other 6 were tested by the Pearson Product Correlations; .05 significance level used for all 7. Both Catholic and public principals had System 3 leadership styles. Significant positive relationship between

leadership styles of public elementary principals and organizational effectiveness, teacher loyalty, and teacher job satisfaction as perceived by staff members; same for Catholic principals as to leadership styles and teacher loyalty, but not with organizational effectiveness and teacher job satisfaction.

Moriarty, James Kelly. "Leadership, Structure, and Effectiveness of Parochial Secondary Schools." Ed.D., Rutgers The State University of New Jersey-Brunswick, 1989.

Applied Integrated Goal Systems Model of organizational effectiveness based on Parson's (1960) 4 critical functions necessary for the survival of organizations to Catholic secondary schools in the State of New Jersey. Examined principal's leadership behavior and organizational structure of school and their individual and combined relationships on a multidimensional model of effectiveness. Data collected from 1,300 teachers in 47 Catholic secondary schools in New Jersey. Six measures of school effectiveness were factor analyzed and reduced to 2 indicators of organizational effectiveness, 1 descriptive of organization's expressive needs, the other descriptive of instrumental needs. Results of regression analyses showed significant relationships between the principal's leadership behavior and both dimensions of effectiveness, as well as between the structure of the organization and effectiveness. Five general leadership and structural variables identified through factor analysis: conflict, integrated leadership, bureaucratic control, tolerance, and institutional stability. Were significantly related to school effectiveness. Bureaucratic control had dysfunctional consequences for both measures of effectiveness; integrated leadership was functional for expressive effectiveness, and dysfunctional for instrumental effectiveness. Conflict was detrimental for expressive relations but not for instrumental ones. Results confirm importance of examining both leadership behavior and organizational structure as predictors of effectiveness. Organizational mission or culture of Catholic schools may have a different influence upon the leadership behavior of the principal when her/his behavior is analyzed according to the 2 dimensions of effectiveness used in this study: expressive needs and instrumental needs.

Mutarelli, Peter Anthony. "Toward a Common Language for Reform: A Case Study of Interns in the Fordham Internship Fellowship Program." Ed.D., Fordham University, 1993.

Study sought to understand how various influences - family background, prior experiences and education, program components at Fordham, and cooperating Catholic schools - affect the socialization and formation of teaching interns involved in the Fordham Internship Fellowship program. Also attempted to understand how these influences affect the philosophies, personal practice language, and the formation of educational platforms in the individuals selected. Individuals selected for study from two groups: one which completed internship year prior to 1991/92 school year, and second which was enrolled in program that year. Utilized case study approach to analyze data collected from transcripts of interviews with interns, mentors, and principals, as well as on-site observations and relevant documents. Findings suggested that eclectic nature of divergent influences affecting each individual results in the formation of philosophies and educational platforms which contain facets of contrasting ideologies. Family backgrounds and prior experience foster conservative viewpoint; Catholic school and its surrounding environment have most profound effect on development of progressive and radical ideologies. Development of common language for reform requires administrators to understand the effect of those influences and the resulting diversity in each individual and in themselves.

Nadolny, Frances A. "A Study of Site-Based Management in Catholic Elementary Schools." Ph.D., Michigan State University, 1993.

The purpose of this study was to define site-based management as it operates or fails to operate in two Catholic elementary schools and as it exhibits the combination of humanistic organization theory and decentralization. Another purpose was to describe and explain how site-based management utilizes human resources, using the indicators of flexibility in decision-making, accountability, productivity, staff self-direction and control, and satisfaction. Also examined certain school outcomes including student achievement, teacher commitment, teacher and student attendance and tenure, and parent participation. Was a descriptive field study, data collection occurred over a 4 month period, included semi-structured and unstructured interviews; observation of all faculty, department, student, school board and parent committee meetings; closed-ended questionnaires; and analysis of documents. Principals assumed responsibility for balanced budgets, appropriate curricula and qualified personnel. Teachers shared responsibility in decisions about budget, curriculum and personnel. Local community made decisions and designed programs for its own students. Absence of bureaucracy enabled participants to quickly diagnose and remedy problems peculiar to their schools. Schools were accountable to their publics, cost-efficient and academically productive, and employed satisfied staffs. Study did not prove (or disprove) positive teacher commitment, parent and student satisfaction, teacher and student attendance and tenure, and parent participation.

Ouellette, Francis Marion. "Interdependent Administrative Linkages between the Diocesan Education Office and Diocesan Schools." Ph.D., Boston College, 1989.

Despite considerable autonomy for Catholic school principals in relation to diocesan personnel, there exists a distinct juridical and interdependent relationship between central and local levels which allows for possibility of overlapping administrative tasks. Study investigated this relationship by measuring the actual perceptions and

ideal expectations for 6 administrative task areas: Catholicity, finance, personnel, curriculum-instruction, governance-government, and development. Specific hypotheses formulated to determine perceptional differences and interactions in the locus of responsibility between the 2 reference groups. Data collected from 80 item survey questionnaire, pretested for validity and reliability. Superintendency personnel (n=52) and principals (n=112) from 20 dioceses surveyed using a 5 point semantic differential scale with central office and diocesan schools as polarities on continuum. Item and task area mean scores calculated for actual and ideal perceptions of 2 groups. Hypotheses analyzed using t-test and 3-way ANOVA with repeated measures. Outcomes indicated that the 2 groups have opted for an interdependent leadership model involving mutual sharing of responsibility for administration of diocesan schools. Both groups perceive the ideal locus of responsibility for the Catholic dimension, finances, development and personnel as one best served by mutual collaboration. While there is agreement that governance and governmental matters are best handled at central level, the 2 groups fundamentally differ regarding responsibility for curriculum and instruction-for principals: their basic responsibility; for central office staff: a greater participatory role.

Pendola, Lucille Joan. "The Relationship between Scores on the SRI Gallup Catholic School Principal Perceiver Interview and Leadership Effectiveness on Practicing Catholic School Principals." Ed.D., University of San Francisco, 1996.

Question continually raised as to how one selects a principal who embodies Catholic values, who will strengthen Catholic identity of the school, and who possesses the skills to be successful in the pivotal role of an educational leader. The SRI Gallup Catholic School Principal Perceiver Interview was developed to assist in the selection of these principals. The Chief Administrators of Catholic Education (CACE) requested the development of such an instrument, and the National Catholic Educational Association (NCEA) and the Human Resources for Ministry Institute funded the development. Purpose of study was to determine the effectiveness of this instrument. Study identified degree of predictability between the Interview, a predictor of successful educational leadership in Catholic schools, and the actual successful leadership of practicing Catholic school principals. Criterion-related predictability formed the basis of evaluation of the Interview. This was accomplished by conducting the Interview with principals already employed in their 1st principalship for at least 2 years, but not more than 6 years, and for whom some measure of performance was available. The Principal Competencies and School Effectiveness Survey was mailed to the Diocesan superintendent and to a random sample of 10 staff members working at each of the school sites where principals were interviewed. Qualitative research was also conducted by asking 5 superintendents who presently use the Interview to answer survey-type and open-ended questions relating to the primary research questions of the study. There was no statistical significance between the scores on the Interview and the perceptions of respondents in regard to the leadership ability of the principals given the Interview. Likewise, there was no correlation between the scores on the Interview and those provided by staffs or superintendents. Therefore, these results would indicate little confidence in the Interview. Findings suggest certain implications for the selection of Catholic school principals by using the Interview as a determining factor for effective leadership.

Petersen, Wesley Orlund. "Making Sense of Purpose: The Principal's Role." Ph.D., University of California, Los Angeles, 1991.

Qualitative study identified and examined communication strategies and features utilized by 4 Catholic elementary school principals in their inter- and intrapersonal communication. Supervisory personnel selected 4 from pool of 18; represented extremes. Investigator observed each principal a minimum of 5 times, collected artifactual data and interviewed 4 (4 to 12 hours range). Principals responded to questions about Identity, Direction, Action, and Communication (interpersonal); and to spontaneous response questions (intrapersonal). Findings indicate that moÍre purposive principals' use of expressional strategies and features in both their inter- and intrapersonal communication differs from those utilizations of less purposive principals.

Petty, George Harold. "Administrative Decision-Making in Public, Independent, and Parochial Elementary Schools." Ed.D., Columbia University Teachers College, 1992.

Study designed to analyze the differences among principals in Catholic, independent, and public elementary schools with respect to the perceptions they have of their own decision-making responsibilities and those of other persons or groups for staffing, students, curriculum, budgeting, and school-community relations. Solicited responses from principals on issues that included the role of the principal, the impact of site-based schools on decision making, the principal's potential to be an innovator, the impact of school choice on the decision-making process, and the identification of people or groups who affect that process. Study also compared the professional and educational background of principals in Catholic, independent, and public schools. Forty-five principals interviewed, 15 each from Catholic, independent, and public schools. Instrument designed to measure the impact principals and others had on decisions for staffing, students, curriculum, budgeting, and school-community relations. Also included open-ended questions. Results revealed that public school principals, who must rely on superintendents, Boards of Education, teacher unions and State Department of Education, have less perceived influence on decisions than Catholic and independent principals, who enjoy considerable more autonomy. Public school principals leadership function curtailed by myriad of influences they encounter.

Pillar, Thomas James. "Motivation-Hygiene Theory and Lay Principals in Parish or Diocesan Affiliated Catholic Elementary and Secondary Schools in Michigan." Ed.D., Wayne State University, 1991.

Change in administrative personnel in Michigan from religious to lay administrators suggested that research focused on the lay principal in the Catholic school was important. Purpose was to test hypotheses drawn from Frederick Herzberg's motivation-hygiene theory. Extent to which motivator and hygiene factors existed among lay principals was the focus of this research. Also, lay elementary and secondary principals were compared to determine if there was a difference in the factors they identified related to their job satisfaction or dissatisfaction. Population consisted of 211 lay principals of Catholic elementary and secondary schools throughout Michigan which had the 7th largest Catholic school enrollment in the United States in 1989. Godfrey Instrument used; 60% of those surveyed responded. Findings were: 1) combined motivator factors appeared to contribute more to job satisfaction than combined hygiene factors; 2) combined hygiene factors appeared to contribute more to job dissatisfaction than combined motivator factors; 3) no statistically significant difference in combined factors identified with job satisfaction between elementary and secondary principals; and 4) no statistically significant difference in combined factors identified with job dissatisfaction between elementary and secondary principals. Concluded that lay principals of K-12 Catholic schools are essentially not different from their counterparts in regard to factors that motivate them in context of Herzberg's theoretical assumptions; and that other factors will contribute to the motivation of principals of Catholic elementary and secondary schools.

Politz, Arthur Jay. "Leadership Styles of Principals and Student Achievement in Selected Catholic Schools of Indiana." Ed.D., Ball State University, 1991.

Purposes of this study were to identify leadership styles of principals as perceived by teachers in selected Catholic schools of Indiana, and to determine if they were correlated with achievement of 7th grade students. Sources of data È were 22 principals, 135 teachers and 2,134 students of the 22 schools in 3 Catholic dioceses of Indiana. Instruments used to collect data were the Leader Effectiveness and Adaptability Description to measure teacher judgments of principal leadership style, and the Iowa Test of Basic Skills to measure academic growth of 7th grade students. Distribution of leadership styles of the 22 principals was: 2 as Style 1 (Telling); 13 as Style 2 (Selling); 6 as Style 3 (Participating); and 1 as Style 4 (Delegating). An ex post facto research design was used for the study. A single classification analysis of variance (ANOVA) and a multiple comparison procedure were used to analyze data. Data indicated 7th grade students in schools where the teacher was perceived by teachers as Style 4 have significantly higher mean test scores than do students in schools where the principal was perceived by teachers as being Style 1, 2, or 3.

Purcell, Margaret Christina. "The Relationship between the Leadership Style of Principals and the Religious Atmosphere of Parochial Elementary Schools." Ed.D., University of San Francisco, 1991.

Purpose of study was to determine the relationship between the leadership style of the principal and the religious atmosphere of parochial elementary schools in the Archdiocese of San Francisco as perceived by the principals and teachers. For parochial schools to retain the name Catholic, they must be concerned with faith development, religious atmosphere, the formation of a Christian community, and a style of leadership in keeping with the spirit of Vatican II. Sample consisted of 30 principals and 136 teachers. Leadership style of principal measured by perceived responses to the 12 situations in the LEAD-Self and LEAD-Other as reported by both principals and teachers. LEAD instrument has four leadership styles: Telling, Selling, Participating, and Delegating. School's religious atmosphere measured by principals' and teachers' responses to the 59 items in Religious School Atmosphere instrument. Results showed that teachers differed significantly from principals in their perception of the principal's primary leadership style; however, there was no statistically significant difference in perceptions of secondary styles. Conclusions revealed that principals and teachers rated religious atmosphere of participating parochial schools highly. Principals attributed Selling as their primary leadership style, closely followed by Participating. There is a relationship between leadership style and religious atmosphere, a higher degree of which was found in schools with principals having a Selling or Participating style.

Rocchio, Dominica Mary. "The Mentoring and Socialization of Selected Catholic High School Principals." Ed.D., Fordham University, 1993.

Study sought to identify the mentoring and socialization experiences of 8 Catholic high school principals, and how this preparation for the principalship influenced their leadership as demonstrated in their daily activities. A special focus of the study was the lay principal; 4 religious principals were included for purposes of comparison and contrast. Findings included: 1) Mentoring included distinct culture of Catholic schools as well as individuals, primarily male and female religious, often former principals; 2) Path to principalship was situational, with 5 of the 8 promoted from within the school; 3) Leadership behavior influenced by their former work and culture in Catholic setting; 4) Leadership perspectives given them by mentors, e.g., empowerment of teachers, was reflected in their work; 5) Spiritual leadership role was clearest contrast between lay and religious: former much less clear about role and had less formal training; and 6) Participants identified critical role in future that male and female religious would play in mentoring of laywomen and men to become principals, including sharing charisms of particular religious order with all stakeholders in future. Found no difference between lay and religious principals

in leadership behaviors; similarities were due to similar educational and work experiences.

Rood, Ronald W. "The Leadership in the Rockford, Illinois Diocesan Elementary Schools." Ed.D., Northern Illinois University, 1990.

Purpose to analyze if differences existed between the religious principals' and lay principals' styles of communication, problem solving/decision making, and leadership. Also analyzed school climate based on religious or lay principal. Commercially published instruments were used to record the perceptions of teachers about their principal and compared these with self-perceptions of principals on 3 principal behaviors. Data on school climate provided by 40-item School Climate Survey that provided reliable information (alpha of .94) which was developed for purpose of recording students' perceptions about school they attended. T-test statistic was used to analyze if differences existed in levels of these 4 variables: communication, problem solving/decision making, leadership, and school climate. Teachers did perceive a difference in the leadership style used by religious as compared to lay principals. Communication style differences existed whereby lay principals' self-perception was that they were more careful in transmitting communication than their religious colleagues. Analysis of leadership variable revealed that the 2 types of principals provided different self-perceptions of their leadership, with lay principals more ready to use a high-task/low-relationship leadership style than religious who preferred a high-relationship/high-task style. Kind of principal had no difference in level of school climate.

Seymour, Denise. "Perceptions of Leadership Styles of Principals in the Archdiocese of Detroit." Ed.D., Western Michigan University, 1990.

Study to investigate congruence of perceptions of ideal and real leadership behavior of principals in Catholic elementary and high schools in Archdiocese of Detroit. Leadership Behavior Description Questionnaire (Halpin, 1957a), (LBDQ) developed at Ohio State University used. Instrument developed by researcher employed to collect data on age, gender, experience and religious or lay status of principals and teachers. Data analyzed using SAS Package for the IBM 4341 utilizing the CMS operating system at Western Michigan University Statistical Services Center. Findings revealed significant differences in perceptions of leadership behavior between principals and teachers. Further revealed no significant relationships among the demographic variables of principals and teachers except for gender and age of teacher. Teachers' years of experience showed trends for the Initiating Structure dimension but not for the Consideration dimension. Recommendations were: 1) specialized courses be offered at college level for teachers and principals; 2) classes exploring perceptions of leadership behavior should be included in student-teacher training; and 3) in-service programs for principals and teachers at Archdiocesan level should include identification of perceptions of leadership behaviors as well as "on site" assistance as needed.

Shafi, James. "Leadership Development Policies and Programs for Preparing Catholic Elementary School Lay Principals in Three United States Dioceses (1989-1994)." Ph.D., Fordham University, 1996.

Rapid transition in leadership of Catholic elementary schools from religious to lay principals, and inadequate development and formation of lay principals in the unique ethos, mission, and vision of the Catholic school system served as backdrop to this study. Theoretical works of Burns, D'Orsa, Fowler, Schlechty and Whitford, Sergiovanni, Starratt, and Walsh identified 5 development needs of Catholic school principals: domains of leadership, functions of leadership, approaches to leadership, ethics of leadership, and faith stages of leadership. Data from documents on leadership development policies and programs; and from interviews of Catholic Education Office superintendents/associate superintendents, and those of current/ prospective lay principals of Catholic elementary schools utilized to construct profiles of leadership development initiatives of the 3 dioceses. Study compared expectations of policies and programs with levels of program efficacy in developing current/prospective lay principals in components of leadership development, identified areas of strengths and weaknesses, and recommended actions needed to enhance efficacies of the current leadership development initiatives of the 3 dioceses. Found that although the majority of the program were current or prospective lay principals of Catholic elementary schools, lay leadership development was not the main focus of leadership development policies and programs. This betrayed an ambivalent approach toward the need for lay leadership development. Study explored themes that emerged for the study on the subject of lay leadership development and suggested a generic policy model for lay leadership development for Catholic schools, founded on 5 propositions: 1) overcome the ambivalence in the Catholic school system about lay leadership; 2) empower the lay principal; 3) restructure, in some cases diocesan educational leadership development policies and programs; 4) prepare lay principals through internships; and 5) establish and institutionalize a change process in the Catholic school system to facilitate smooth leadership transitions for religious to lay principals. Study recommended 7 areas for further research into the subject of lay leadership development for Catholic schools.

Stoffels, Julie Ann. "The Informal Socialization of Catholic Elementary School Principals: Implications for Administrative Staff Development." Ph.D., Marquette University, 1993.

Study investigated the informal socialization of principals of Catholic elementary schools, seeking the administrative staff development implications for career socialization processes to meet new and existing challenges in curricular and instructional leadership. Research questions focused on how Catholic elementary school princi-

pals are informally socialized into administration and on administrative staff development in two areas: strengthening the level of preparation of principals and of aspirants to that role, and assuring the socializing processes for Catholic elementary principals already in that role. A Socialization Survey instrument was mailed to a random sample of 1,200 principals of Catholic elementary schools throughout the United States. The 438 respondent sample was predominantly female, of balanced religious/lay status, with long-term experience as principal. Results confirm the socialization process of principals into the role as occurring both before and after assuming the principalship. Implications for maintaining and enhancing the socialization process included skills/abilities agreed upon by respondents as better learned formally including how to: evaluate teachers, develop and work with a budget, work with curriculum, and develop/implement a school philosophy reflecting Catholic character. Principals also recommended preparational changes characterized by practicality and social interaction. College/university professors, principals for whom sample respondents taught, diocesan office administrators and self/experience were significant others who influenced the informal socialization process.

Weaver, Eileen Helm. "The Self-Managing School: A Case Study of School-Based Decision-Making with regard to Curriculum, Power, and Human Resources." Ed.D., Immaculata College, 1997.

Case study describes how 2 Archdiocesan principals in Chester County implemented school-based decision-making with regards to curriculum, power, and human resources. Data collected in 6 month period in 2 Catholic elementary schools beginning implementation of self-managing school. Methods included observations and interviews of teachers and principals, observer's comments, and fieldnote memos. Case studies developed around themes emerging from data analysis concerning school-based management and shared decision-making. Two principals similar in approach to decentralize school decisions to relevant topics. Evidence of trust and respect showed as basis for all teacher-principal interactions. Accomplished by providing numerous opportunities for decision-making on part of teachers. By focusing on development of collegiality, with teachers working in teams and decision-making shared by all staff members, principals established a culture where everyone has a common vision.

Wisecaver, James Frederick. "The Relationship between Leadership Style and Religious Atmosphere in Hawaiian Catholic High Schools." Ed.D., University of San Francisco, 1991.

Purpose of study was to identify the leadership styles of the 7 Catholic secondary school principals in Hawaii and to compare their style with the religious atmosphere in the same high schools. Study conceived by a change of direction of leadership style brought about by the Second Vatican Council. Correlation was made from the data gathered from the questionnaires, Hersey and Blanchard's LEAD-Self, LEAD-Others. Liquori's Catholic High School Questionnaire (CSQ), face-to-face interviews with the principals, and a 30% random sample of teachers. Results revealed that schools with "participating" principals have attained higher accomplishment in getting considerable achievement in the religious, organizational, and instructional domains, and also in maintaining a religious atmosphere. Schools challenged by Second Vatican Council to utilize principles of subsidiarity and collegiality. This empowering style of leadership affects school's religious atmosphere. Following conclusions warranted: 1) Principals and teachers rated religious atmosphere as having attained considerable progress, which indicates "participating" leadership style of principals affects school community favorably; 2) Principals and teachers rated administration of school first, teaching of religious knowledge second; since faith builds on knowledge, this is proper order; and 3) Schools' religious atmosphere highly rated in 4 areas: administration, religious knowledge, affective instruction, and religious experience. This conclusion seems to corroborate various pronouncements of Church that the primary purpose of the Catholic school is to impart religious atmosphere.

BISHOPS, PASTORS, PRIESTS

Cusack, Barbara Anne. "A Study of the Relationship between the Diocesan Bishop and Catholic Schools below the Level of Higher Education in the U.S.: Canons 801-806 of the 1983 Code of Canon Law." J.C.D., The Catholic University of America, 1988.

Bishop's 3 munera of teaching, sanctifying, and governing have their origin in episcopal consecration. 1983 Code of Canon Law incorporates principle of 3fold munera into structure of power of the bishop. Teaching munus exercised in hierarchical communion with head and members of college of bishops is constitutive part of episcopal office. Primary exercise of teaching office through preaching and catechetical instruction; also exercises office by providing for education in the diocese. Schools part of this office. Canon Law provides for involvment of bishop in schools in supervisory and directive forms. Study traces canonical provisions for exercise of bishop's magisterial authority in relation to Catholic schools from 1917 to 1983 Code. Places provisions within historical and theological contexts of their times with emphasis on Vatican II foundations of 1983 Code. Study provides historical overview of development of Catholic schools and school systems in U.S. within framework of canonical norms. Surfaces and examines theoretical and practical issues and implications which arise when magisterial authority of bishop is studied and applied to his relationship to Catholic schools.

O'Connor, Robert Benson. "The Bishop as Educator: Episcopal Attitudes and Actions toward Catholic Schooling in the Archdiocese of San Antonio, Texas, 1874-1979." Ph.D., The University of Texas at Austin, 1990.

At the head of each local "system" of Catholic schools, a diocese, stood a bishop. It is important to examine a set of "average" bishops, who earned no reputations - positive or negative - for their educational views. San Antonio bishops provided reasonably good evidence that bishops were supportive of Catholic schooling, but were neither naive about its costs nor its benefits. A multi-cultural diocese, rural and urban, with parochial and private schools (elementary through post-secondary), San Antonio provides an excellent locus for such a study. Study examines bishops' understanding of schooling, expectations from and promotion of it. Bishops used a variety of methods ranging from homilies at liturgies to traveling railroad cars; institutionalized instruction through "vacation schools," weekly religion classes, arrangements with the State schools, and general education offered in parochial schooling. Responded to directives from Rome, and expected obedience when issued own documents. Schools important, but only one among many of diocesan institutions competing for episcopal attention. Expected to support Catholic schooling, important to understand how effectively they "sold" Catholic schooling to their priests and parishioners. Dealt constantly with financial burdens that strained the diocese, especially when these burdens threatened the existence of the schools.

Osuji, Emmanuel Chukwuma. "The Leadership Behavior of Pastors in the Parochial Elementary Schools of Los Angeles Catholic Archdiocese as Perceived by the Pastors and Principals." Ed.D., Pepperdine University, 1995.

Study investigated the leadership behavior of the pastors as perceived by them and by the principals. Attempted to ascertain whether there was any difference in the two as to their perception, as based upon their demographic characteristics. Sixty-two pastors and 53 principals, of the 221 parishes that have elementary schools, constituted the sample. The Ohio State Leader Behavior Description Questionnaire Form XII was the instrument used; descriptive statistics, One Way Analysis of Variance (ANOVA) and Pearson's Product Moment Coefficient were used in the analysis of the data. Pastors scored themselves highest on the subscale Tolerance of Freedom, followed by Consideration, Role Assumption, Persuasion, Structure, Tolerance of Uncertainty and Superior Orientation. They scored themselves very low on Production Emphasis, Predictive Accuracy, Integration, Reconciliation and Representation. Principals scored the pastors highest on the subscale Tolerance of Freedom, followed by Persuasion, Structure, Role Assumption, Consideration, Tolerance of Uncertainty, Superior Orientation, Reconciliation, Representation, Predictive Accuracy, and Integration, which was the lowest. No statistical significant relationship existed between the perceptions of the pastors and the principals. The pastors' mean scores were higher than the principals' in all the subscales except Representation and Production Emphasis. The standard deviations of the pastors were also lower than the principals' except for Predictive Accuracy and Persuasion.

BOARDS, GOVERNANCE

Connell, Joseph. "Will Changing Conditions Affect the Ownership and Governance of Catholic Secondary Schools in Northern California? Issues and Trends." Ph.D., Golden Gate University, 1990.

Study examined how church leaders (bishops, pastors, superintendents, and major superiors) are planning for survival or closure of Catholic secondary schools in study area. Investigation consisted of surveying 34 church leaders who own and operate Catholic high schools. Data collected from personal interviews created a baseline of perceptions and informed opinions from which conclusions were drawn about leaders' understanding of mission, ownership, governance, and planning for the schools they sponsor. Study demonstrated that subjects share a strong belief in and commitment to mission of Catholic secondary schools. Investigation found little or no evidence of collaborative planning addressing adequacy of traditional or nontraditional sponsorship policies in relation to future of these schools as part of broader Catholic educational system. Other issues identified include how might public administrators satisfy citizen demand for private education, given the increasing financial inaccessibility to private schools?

Fontaine, Robert Maurice L., Jr. "Perceptions and Attitudes of Significant Groups Concerning Catholic School Governance Issues in the Diocese of Boise." Ed.D., University of Idaho, 1996.

Study identified and compared perceptions and attitudes of priests, school board members, principals and teachers of Catholic schools concerning roles in matters of selected Catholic school governance issues in the Diocese of Boise. Those requested to participate included all diocesan priests, all those serving on local Catholic school boards, and all principals and teachers in Idaho's 13 Catholic schools. Diocese of Boise, which includes the entire state of Idaho, is currently in the process of formulating and enacting educational policies. A questionnaire was developed and modeled after that used by the Reverend Thomas Maikowski in an earlier study. Adaptations were made to reflect relevant issues in the governance areas of curriculum, finance, organization, and personnel. Study was descriptive, utilizing survey research. This design was most appropriate given the purpose of providing better direction in policy development for the Diocese. Two null hypotheses and 4 research questions were developed along with a 3 part, 65 item questionnaire. All diocesan priests, board members, principals and teachers of Catholic schools were invited to scheduled meetings throughout the diocese. The questionnaire was explained and distributed to all in attendance at these meetings. Results gained from data in Part II of the questionnaire indicated that respondents perceived that many governance issues may be addressed by involving more than one individual and/or group. Furthermore, principals' perceptions were generally in agreement with each of the other groups while teachers' perceptions were more at odds with other groups. Data in Part III dealt with the "degree of agreement" concerning selected governance issues. Many of the 35 governance policy issues selected received a favorable response. Principals were in agreement with all groups while teachers had a higher level of disagreement with groups.

Hocevar, Rosemary Ann. "An Investigation of the Internal Governance Structures of Selected Exemplary Catholic High Schools." Ph.D., Kent State University, 1989.

Focus of study was internal governance structures of 3 Catholic high schools recognized as exemplary in U.S. Department of Education Secondary School Recognition Program in 1987. Major research question asked how the internal governance structures in these high schools enabled school community involvement and empowerment. Theoretical underpinnings which formed framework of investigation were 1) recommendations of reform reports of early 1980s; 2) effective schools research; 3) research on effectiveness of Catholic schools; and 4) literature of participative management, power, and empowerment. Naturalistic inquiry of Guba and Lincoln (1981) was employed ∞as research design. Domain analysis used as method of data analysis in searching for patterns in high school culture. Two conclusions were reached: 1) 3 themes of Catholic high school governance emerged: traditional, transitional, and transformational; and 2) governance of Catholic high schools is moving in direction of transitional and transformational and beyond to new models which will be under control of laity. Implications for school community involvment in decision making, power sharing, and empowerment are: 1) administrators at all levels will need to involve a significant number of school community members in governance of schools; 2) they will need to involve greater number of school community members in decision-making processes of school community; 3) training for management of consensus decision-making processes will need to be planned and implemented by administrators in conjunction with local school community members; and 4) concept of transferability and transformation of power will need to be more fully understood and implemented by school administrators and local school community. Governance model for Catholic schools was formulated based upon lived experiences of members of high school communities and upon concepts of a franchise and the balance between centralization and decentralization.

Nuzzi, Ronald J. "Collegial Governance in Selected Formal and Informal Catholic Institutions Past and Present: Implications for Catholic School Leadership." Ph.D. University of Dayton, 1995.

Collegiality became a subject of public discourse in the Catholic Church largely as a result of the teachings of the Second Vatican Council. While the documents of Vatican II define collegiality in specific and narrow terms, the concept of collegiality has spread throughout the Catholic Church. This study explores the congruence between the vision of Vatican II and the experience of governance and administration in selected formal and informal Catholic institutions. By analysis of the concept of collegiality, various components of an emerging understanding of collegial governance are discussed. Examples from Catholic tradition and history that inform the concept of collegiality include: *The Shepherd of Hermas, I Clement,* monastic movements, medieval universities, the writings of Francis and Dominic, the history of the Sacred Congregation for Catholic Education in Rome, liberation theology, and feminist theology. The emerging definition of collegiality is described on two levels, social and ecclesial. Catholic school leaders have unique responsibilities in light of this view of collegiality. Among them are: 1) preserving a sense of equality in the school; 2) using power to serve others, rather than exercising it over them; 3) participative decision making as a way to build community; and 4) collaborating in the work of salvation.

Puma, Michele. "A Study of the Boards of Trustees of Nine Religiously-Affiliated Elementary and Secondary Schools." Ed.D., Columbia University Teachers College, 1991.

Study investigated the composition, functioning, and structure of the Boards of Trustees of the Schools of the Holy Child Jesus (SHCJ), 9 independent religiously-affiliated private elementary and secondary schools, in order to compare the composition, functioning, and structure of these boards with those of a group of nondenominational, not-for-profit institutions: the Greater New York Fund Agencies (GNYF). Comparison made in order to ascertain the similarities and differences attributable to the religious affiliation predominant in SCHJ boards. Study needed because of absence of research on boards with religious affiliation, and because of increase of same in recent years. Data gathered chiefly through a self-administered questionnaire sent to 3 groups of respondents: board members, board chairs, and heads of schools. Questionnaire similar, but different. A small sampling of trustees, administrators, and faculty were interviewed at one school in order to supplement the data. Responses compared with earlier study done by GNYF of boards of nondenominational institutions. In addition, SHCJ member responses were analyzed according to gender, religious/lay profession, and source of recommendation for the board. Comparison revealed similarities in composition and functioning between GNYF and SHCJ. Minor differences in composition exist due to religious/clergy "profession" of small number of members, and to number who reported their religion as Catholic. Document analysis and interviews indicated that there is a noticeable difference in the structure of the boards of religiously-affiliated institutions when compared with the boards of nondenominational institutions.

Reiter, Charles Lourdes. "A Comparison of Three Types of Catholic Secondary School Boards' Involvement in Policy Making." Ph.D., Fordham University, 1994.

Purpose of study was to determine and compare the perceptions of school board members, administrators, and staff members with respect to the involvement in the decision-making aspect of policy development in three types of Catholic school boards: corporate, religious community, and diocesan/parish boards in selected Catholic secondary schools in the New York City area. Respondents indicated their perceptions of current board involvement and desired involvement in 5 dimensions of policy making: 1) planning; 2) policy formulation; 3) financial monitoring; 4) communication activity; and 5) evaluation activity. Each dimension was examined as it related to 7 subdimensions. Study also sought to determine whether significant relationships existed between the perceptions of the respondents and the variables of number of years of service, level of education, and vocational status. Respondents asked in open-ended question to state their perceptions of the reasons for any lack of board involvement. Study found significant differences existed among respondents with respect to their perceptions of involvement in corporate, religious community, and diocesan/parish school boards. Corporate boards, on which laypersons were largely represented, were perceived to be more involved in each of the five dimensions. Significant differences were found to exist among board members', administrators', and staff members' perceptions with respect to board involvement in policy determination and financial monitoring in corporate, religious community, and diocesan/parish schools. No such relationships were found to exist in the categories of number of years of service, or level of education. Other demographic circumstances explained the significant relationship between vocation of priest and perceptions of board involvement. Lack of in-service training, lack of time, board role limitations, lack of interest, perceptions of board members as outsiders, and perceptions of interference with school administration were causes for the perceived lack of board involvement.

Wippel, Frank Charles. "An Assessment of the Characteristics of Catholic School Boards in the State of Michigan." Ed.D., Western Michigan University, 1996.

Study described the nature and development of Catholic school boards, reported the characteristics of Michigan Catholic school boards, and investigated relationships between involvement in key board functions and selection processes, governance postures and training. Findings indicated a relationship between key board function involvement, election process, consultative governance posture and training. Survey methodology and design used

to obtain data. Board presidents and school administrators from all 358 Catholic schools in the state invited to participate. Response rate of 96% obtained. Responses revealed that 86% of Michigan's Catholic schools have a board which consists of 10 or 11 members, meets monthly throughout the academic year, and is usually consultative in nature. Parental concerns, accreditation, technology, and staff salaries headed the list of issues which boards have addressed. Insufficient time, training, and power limit the boards' accomplishments of their duties. An important implication derived from this study was that orientation training should be readily available to board members. Inservice training is essential. Board service is an effective means of utilizing the talents of lay people within church governance.

COMMUNITY

Calderwood, Patricia Ellen. "Understanding Community: A Comparison of the Tasks of Community in Four School Settings." Ph.D., University of Pennsylvania, 1997.

Study found that specific tasks intrinsic to process of community must be accomplished, viz., maintenance of symbolic borders and boundaries that demarcate group membership and social identity, and construction of significance of internal differences and diversity. Descriptive analysis of participants' words, beliefs and practices examines carrying out of tasks in 4 school settings: a public middle school, a private Catholic elementary school and high school, and a public college. Study demonstrated that idea of being in community was valued by groups under study, that the 2 entwined fundamental tasks of community were carried out at all sites, and that process of sustaining community was vulnerable at all sites. Distinctiveness of how and why tasks were accomplished indicates that proposing a single generic prescription for building or sustaining community in schools is not possible. Recognition of vulnerable nature of community leads to postulation of 3rd task : attending to this vulnerability in ways that lead to outcomes of resilience rather than fracture. School-based reflective inquiry carried out by group insiders that examines existing or desired social relations, practices and feelings about these suggested as possible next step in response to call for community in schools.

Fagan, Leona Mary. "Families and Communities in Public and Catholic High Schools." Ed.D., Rutgers The State University of New Jersey-New Brunswick, 1990.

Study investigated intrafamilial cohesiveness and community networking patterns in public and Catholic high schools as validation of Coleman and Hoffer's assertions about factors contributing to superior achievement, lower dropout rate, and higher survival rate in college of Catholic high school students. Impact of single parent families and mothers working outside home on intrafamilial cohesiveness and community networking patterns also studied. Explored following questions: 1) Are the levels of familial intergenerational closure and functional community significantly related to enrollment in public or Catholic high school? 2) Is there a relationship between intergenerational closure and functional community in public or Catholic high schools? 3) Do single parenthood and mother employment significantly affect scores on familial intergenerational closure and functional community? Used Cohesions Subscale of Rudolph Moos's Family Environment Scale, Barton Hirsch's Matrix Form for the density of a social network, and Parental Association Index formulated by the author. Subjects were parents of juniors in 3 public and 3 Catholic suburban high schools in northern New Jersey. Concluded that high schools who participated in study were similar in cohesiveness. Mother employment emerged as significant influence on this factor. Families of non-working mothers scored significantly higher in intergenerational closure. Catholic school families of non-working mothers scored higher than those of working mothers; no difference for public school families. Single parenthood no influence on this factor. Public school families demonstrated more functional community than Catholic school families. Neither single parenthood nor mother employment had significant influence on this factor. No relationship between intergenerational closure and functional community was demonstrated.

Ferraro, Joan Marie. "A Comparison of Student, Teacher and Administrator Perceptions about Community in Catholic High Schools." Ed.D., The Catholic University of America, 1990.

Study provided theoretical framework for community based on research in psychology, sociology, theology and education. Relationship between student and faculty perceptions about community examined on academic, social and spiritual dimensions. Perceptions correlated with student and faculty ratings of corresponding goals in schools' philosophies. Also examined interplay of dimensions and their influences on each other within and across sample. Sample population students and faculty of 8 Catholic high schools in Washington, DC and Virginia. Instrument was 79-item inventory, constructed by researcher, consisting of statements about attitudes, behaviors and practices of students and faculty, statements indicative of how community functions within 3 dimensions. Responses made on 6-point Likert scale, ranging from Strongly Agree to Strongly disagree. Results indicate that faculty perceive community to be operative to greater degree than do students. Patterns of relationship among 3 dimensions generally similar for faculty and students within same school. Spiritual dimension figures considerably in overall perceptions of community, but its influence on other dimensions not as strong as expected. Relationships between perceptions of the dimensions and their corresponding goals were present to a moderate degree; correlations between perceptions and explicitness of goals in school philosophies lower than expected. Study illustrates importance of all 3 dimensions in fostering community in Catholic high schools, which has implications for continuing improvement in functioning of these dimensions as positive contribution to learning environment.

Mesics, Mary Ann. "A Study of Private and Catholic School Attendance in Mercer County, New Jersey." Ed.D., Rutgers The State University of New Jersey-New Brunswick, 1988.

Study considered rate of private school attendance as property of school district related to other properties of the district. Rank order correlation used to study the variable: disposition of varying collectivities of parents in Mercer County (by district) to elect private or Catholic schools for their children rather than public schools. Concluded non-public school attendance shows strong associations with school districts of lower socio-economic status, of higher population, of greater minority group residence, of greater frequency of suspensions, expulsions, and dropouts and of greater percentage of single parent families, all well-known characteristics of urban school districts. Appears that reason for apparently anomalous finding that private school attendance flourishes most in communities of lower income status is predominance of Catholic school attendees among non-public school attending population.

Orlowski, Susan Nancy. "An Exploration of Community in a Catholic High School." Ed.D., University of St. Thomas (St. Paul), 1991.

Addressed two broad questions: 1) What activities, personal traits, and relationships promote a sense of group cohesion in the case Catholic high school? and 2) How do the members of the case school perceive and account for such cohesion? Findings indicated that the spirit of community found at LaSalle High School (a pseudonym) were the result of a strong sense of community intentionally nurtured by the administration from the school's inception. Three principal elements fundamental to sense of community: 1) unity of purpose and its clear articulation; 2) celebration of roots and ideals for which the institution stands; and 3) focus on the needs and desires of the individual members of the community. Implications for administration of Catholic and private schools in at least 3 areas: 1) strategic long-range planning; 2) faculty/staff retention; and 3) development and admission efforts. Implications. First, Catholic and private school educators may be ignoring wealth of valuable data found in an institution's "foundational history." Second, the success of the joint venture of the two religious orders represented in LaSalle highlights the importance of compatible philosophies between sponsoring entities. Third, The strong leadership of LaSalle's charismatic founding Superintendent and Principal highlights the importance of having leaders who enthusiastically support the school's mission. Additionally, educational institutions at large may find the description of LaSalle's community insightful. Institutions must be able to articulate to prospective candidates their school's understanding and experience of community. Institutions looking to implement agreed-upon standards of campus governance would benefit from a close examination of the mission and purpose of their institution as it applies to community life.

CURRICULUM, ACADEMIC PROGRAMS

Brahier, Daniel Joseph. "Eighth Graders in First-Year Algebra from Selected Catholic Schools in Northwest Ohio: Influences, Aspirations, and Dispositions toward Mathematics." Ph.D., The University of Toledo, 1995.

Purpose of study was to describe beliefs and aspirations held by eighth graders accelerated into a first-year algebra course. Qualitative and quantitative data gathered to determine why students enrolled in algebra, who influenced their decisions, their career aspirations, and their dispositions toward mathematics. Other results emerged in areas of gender differences and classroom environments that promoted positive dispositions. Students from 19 schools surveyed; 4 of these selected for further study. Classes observed for 6 weeks; selected students and parents interviewed; cumulative academic files accessed; and informal discussions were conducted with teachers and administrators. Most frequently reported reasons for enrolling in algebra were for acceleration of course-taking, preparation for high school, and the need for a challenge. Enrollment decisions heavily influenced by parents; females almost twice as likely to be influenced by peers as were males. Males and females favored stereotypical gender-related careers. Males also had a higher level of self-efficacy to perform, despite the fact that females had higher grades in 7th grade mathematics. Students made sacrifices to take class, but classroom performances indicated negative dispositions toward mathematics. Students driven by a desire to please the teacher and earn grades rather than out of natural curiosity and interest. Neither students nor parents recognized the real world applications of algebra. Recommendations included need for teacher training to foster teaching methodologies that evoked positive dispositions. Administrators challenged to consider reasons why they offer algebra, in light of fact that challenge and high school preparation can occur in other ways.

Castillon, Lois Aline. "The Impact of Winning the United States Department of Education Recognition Award on Catholic Secondary Schools." (Blue Ribbon Recognition Program) Ed.D., University of San Francisco, 1996.

The United States Department of Education inaugurated a Blue Ribbon Recognition Program in 1983, which sought to recognize effective schools, referring to them as schools of excellence. Between 1983-93 there were 193 Catholic secondary schools which received the Blue Ribbon Recognition Award. This study described the positive impact winning this award had on these schools. Survey research, augmented by telephone interviews, was used. Eighty-nine item instrument, based on 7 research questions, developed by researcher. Results of surveys indicated that winning the award made an impact in 4 areas: increased positive image of the school, appreciation shown by alumni, appreciation shown by parents, and publicity the school received. Following reception of the award, schools experienced significant improvements in fund-raising success, overall school climate, teachers' pride in the school, and students' pride in the school. All areas of funding significantly increased. Also, 98% of the schools added innovations to their curricula. Study emphasized need for continued sharing of successes among schools. Respondents indicated desire for this type of recognition. Researcher recommended continuance of program into the 21st century.

Cooper, Diane Ball. "An Evaluation of the DeBusk Enrichment Center for Academically Talented Students Summer Enrichment Program as Perceived by Gifted Student Participants and Their Parents." Ed.D., University of San Francisco, 1993.

The DeBusk Enrichment Center for Academically Talented Students (DECATS) came into existence to provide specialized educational opportunities for gifted students in the Catholic elementary schools of the Diocese of Dallas, Texas. This study aimed at determining the level of agreement between goals articulated by the program design, and student, parent, and faculty perceptions of the program's effectiveness. The instrument, the Achievement of Objectives Questionnaire, designed by the researcher, was used to collect perceptions from students, parents, and faculty who had participated in the program over a 3-year period, 1990-92. Study revealed that all 3 groups were enthusiastic about the program in every category. Parents expressed concerns in the areas of guidance, leadership development, and knowledge about the educational needs of the gifted. Students expressed some reservations about leadership development, and about enhancement of communication skills. Faculty uniformly positive in all areas. Students in grades 3, 4, and 5 were more positive than were those in grades 6 and up, suggesting program adjustments for middle school students. Results constituted an affirmation for program by all 3 groups, with recommendations for continuance of current program, extension to higher grade levels, and replication in

other schools and dioceses.

Czornij Dub, Olga Helen. "Factors Influencing the Pursuit of Science-Related Careers by Students at Immaculate Conception Ukrainian Catholic High School." Ed.D., Wayne State University, 1993.

Attitudes of 23 seniors toward science were assessed using an instrument, the Science Career Predictor Scale. Eight variables thought to be involved were investigated. A follow up questionnaire was also utilized. Major research findings among science majors were that high academic self image had the strongest relationship with the pursuit of science related careers in this population. Students from class of 1992 thought themselves as smart and high achievers; thought highly of their abilities in science and predicted little difficulty in succeeding in science in college. Science rated as highly relevant in their lives. Non science majors also had a very high academic self image and perceived science as a relevant influence in their lives. Critical filter for pursuing science careers was found to be mathematics. Other research studies have shown the masculine image of science as being a discouraging factor in female pursuit of science careers. All the girls in this sample did not describe their scientists as male or female, but used the words someone or somebody. Their perceptions indicated that they believed males or females could become successful scientists, and that science was a neutral endeavor.

De Paula, Haydee Margarida Monteiro. "Cohesion in Child-Child and Child-Adult Conversations." Ph.D., The Catholic University of America, 1991.

Study examined children's use of cohesive linguistic elements in their conversations with other children and with adults. Cohesive ties link elements of a conversation with one another (presupposing and presupposed) independently of sentence boundaries. Literature in the areas of social interaction, child language, and play suggests a developmental trend in the use of cohesive elements by children. Variables such as sex, type of partner, and friendships may influence the types of cohesive elements that they use. All preschool and kindergarten children who fit age and language development qualifications attending two public and Catholic schools in a suburban Washington, D.C. area served as subjects for the study (N = 18). All from white middle class families; pairs were video and audio-taped during three 15-minute play sessions at school; also tape-recorded at home, while playing with a parent. Frequency of occurrence of cohesive ties found in their transcribed conversations were analyzed by conducting dependent and independent t-tests and by using Chi Square and Repeated Measures Analysis. Study also examined rank order of cohesive elements. Results indicated that: 1) All adult linguistic forms of cohesion were present in children's discourse with peers and adults, as early as age 5. 2) A higher frequency of referential pronouns, ellipsis and conjunctions were used by children in their conversations with adults than with peers. 3) Children used exophoric references differently with adult and peer partners. 4) All comparatives found in the conversations of children with adults were cohesive. 5) Children used referential pronouns, substitutions, and lexical connections more often when their partner and the situation were familiar to them. 6) A new cooperatively created child form of lexical collocations termed "creative collocations" was identified in this study. 7) Boys and girls used different strategies to make their conversations cohesive. Findings have implications in the improvement of communication in learning and therapy situations, and in the language utilized in textbooks for children. Results also provide directions for further research in child language development.

Deroche, Donald Wayne. "The Status of Music Programs in the Catholic High Schools of the Chicago Archdiocese." Ph.D., Northwestern University, 1988.

Purpose of study to identify strengths weaknesses, and problems of music programs in Catholic high schools of Chicago Archdiocese during 1985-86 school year and to make suggestions for improvements. Data collection through questionnaires and direct observation. Separate questionnaires sent to principals and music chairpersons in all 58 high schools in the Archdiocese. Information supplied in areas of: 1) general background of school, 2) music faculty and its working conditions, 3) music curriculum and activities, and 4) attitudes towards and perceptions of the music programs. 91% of principals and 55% of music chairpersons responded. Additional information collected through direct observation of 5 programs and was presented in narrative form. Diversity existed in schools which served a variety of ethnic and socio-economic groups, and represented a variety of missions. Elements common to all schools were academic excellence, developing a sense of community, developing positive social values and skills, and teaching of the faith. Music classes generally seemed to be poorly supported as integral part of curricula, not expected to demonstrate same degree of excellence as academic classes. Major problems included difficulty in scheduling music classes because of heavy academic requirements, tremendously uneven backgrounds of incoming 9th grade students, low teacher salaries, a feeling of "second-class citizenship" among music teachers, no central agency for dealing with music programs on the Archdiocesan level, and facilities that were inadequate for kinds of programs that had evolved.

Gatfield, Ray Anthony. "An Investigation of Affective Curricular Practice in Secondary Science Education." Ph.D., University of Southern California, 1990.

Study had 4 objectives: 1) ascertain whether practitioners agree on affective learner objectives and their importance in science curriculum; 2) determine whether practitioners agree on affective curricular elements suggested in literature to operationalize affective domain; 3) determine extent to which factors identified in ideal

curriculum impede operationalization of affective domain; 4) ascertain which sources identified in literature and in practice promote implementation of affective outcomes in science curriculum. Teachers, site and district administrators selected for study from 8 public and 10 Catholic high schools located in southern California counties of Orange, Los Angeles, and San Bernardino. Questionnaire developed from extensive review of literature. Validity established via a panel of experts. Questionnaire field tested and measures of reliability obtained. Descriptive statistical analyses calculated and included: frequencies, chi-squares, analysis of variance, and t-tests. Found that: 1) Most practitioners agreed attitudinal objectives in formal curriculum were not affective, but were important. 2) Little agreement among practitioners on extent to which agreed-upon affective teaching strategies were used. 3) Agreed on affective evaluation strategies, but most believed they were seldom or never used. 4) Practitioners reported teachers should and did spend 0-24% of instructional time on affective development. 5) Barriers, suggested in literature, to implementing affective outcomes considered more of barrier by administrators than teachers. 6) Prior experience and training provided teachers with greatest resource for affective curricular elements. Recommended that: practitioners should plan for and incorporate affective outcomes into science curriculum; articulation of affective outcomes, teaching strategies for their attainment, and evaluation methods to determine success are necessary; research linking specific instructional and evaluation strategies to attainment of affective outcomes is needed; and reappraisal of importance of affective science outcomes and allocation of instructional time to that end should be reconsidered.

Grogan, Thomas Joseph. "A Data Envelopment Analysis of Eighth Grade Mathematics Instruction with a Comparison of Catholic and Public Schools." Ed.D., University of Cincinnati, 1993.

Study designed to provide a new application of data envelopment analysis (DEA), an evaluation technique from management science. DEA provided evaluation method consistent with the production function model underlying input-output analyses of school effects in that a class was evaluated by comparing it to the best performing classes operating under similar circumstances. Eighth grade mathematics classes were evaluated for efficiency in mathematics instruction, using United States data from the Second International Mathematics Study. Efficiency scores were used to determine the features of schooling characteristic of higher efficiency classes in the highest, middle, and lowest thirds of all classes based on entering achievement levels and to determine whether classes in public or Catholic schools were more efficient. No attempt was made to determine interaction effects among the schooling characteristics. Efficiency ratings produced by DEA were similar to but different from regression residuals. Lower achieving classes generally less efficient, with more variations in efficiency scores than higher achieving classes. At all achievement levels, classes taught by teachers who felt less of a need for outside advice or direction were more efficient. For the lowest achieving classes, the most efficient were taught by teachers who thought it important to establish strong personal relationships with their students, to be responsive to students' interests, and who used instructional techniques which actively engaged students. Good classroom managers who thought it important to provide support to students were most efficient for the middle achieving classes. Teachers who thought it important to praise and support students' work in mathematics, and who were themselves involved in mathematics, were the most efficient teachers for the highest achieving classes. The only consistent, significant relationship that surfaced in all 3 subgroups was the positive relationship between efficiency and teachers' need for outside advice or direction.

Klein, Maria Theresa. "Human Sexuality Programs in Catholic Secondary Schools in the 80's." Ed.D., University of San Diego, 1990.

Purpose of study to assess effectiveness of human sexuality programs within Catholic secondary schools. Investigated effect of comprehensive or non-comprehensive sexuality programs upon students' Positive Sexual Attitudes, awareness of Catholic Church Teachings, integration of Catholic Church Values, integration of current Social Values, and Biological Knowledge. Comprehensive human sexuality programs defined as those containing 3 or more full semesters of classes related to sex and sexuality. Non-comprehensive human sexuality programs defined as those containing less than 2 full semesters of such courses. Study took place in 4 Roman Catholic dioceses in state of California. 12th grade female and male students participated in study and sample population established at 1,555. Several survey instruments developed to test 6 hypotheses. Quantitative methodology used to present survey instrument data in clear and concise manner. Demographic profile supplied independent variables, such as sex and religious influence upon behavior, for additional data analysis. Analytical results showed only in areas of Positive Sexual Attitudes and Biological Knowledge were comprehensive human sexuality programs significantly different from non-comprehensive sexuality programs. Higher scores for females over males seen in 5 of hypotheses. Males higher in Social Values. Significant differences noted in religious influence upon behavior in Catholic Church Teachings, Catholic Church Values, and current Social Values.

Lane, Thomas Philip. "A Study and Comparison of Homework Practices and Perceptions in Selected Catholic and Public High Schools." D.Ed., Boston College, 1988.

Compared homework practices and perceptions between 3 selected public and 3 selected Catholic diocesan schools located in central Massachusetts. Conducted in spring of 1987, 11th grade college preparatory students, their teachers, and their parents were assessed by means of questionnaires. Data from 808 students, 87 teachers

and 171 parents analyzed for study; represented approximately 72% of participating schools' 11th grade students and teachers, and 12% of parents. Time spent on homework, its type, subject area, and competing activities were assessed. Data collected on homework's purpose, feedback, understanding, where done, and parent involvment. Students, teachers and parents' perceptions of need for, interest in, and benefit from homework also measured. T-test at .05 level used to determine significance. Student data subdivided into male, female, and high and low pre-college academic level. Teacher data considered for English, mathematics, science and social studies. Differences between sector means of questionnaire item responses found for 16 of 29 student items, 4 of 15 parent items, and none of 21 teacher items. Public school students reported spending 8.6 hours per week on homework; Catholic school students 7.1 hours. Significant sector time difference was supported by parent and teacher responses to similar item. Significant differences favoring public schools were also found for homework designed for practice and extension, homework that was understood, and homework done in a quiet area. Catholic school students reported using resources other than textbooks for homework significantly more often that public school students. Latter found their homework interesting and necessary more often, whereas Catholic school students found it difficult more often. Latter also spent more time working and watching television than did public school students. Concluded that public school students paid more attention to homework; attributed difference to students themselves rather than effect of the sector.

Machinski, James Charles. "Curriculum Theorizing/Curriculum Development Modelling and the Roman Catholic School System: Development of a Theoretical Model for Curriculum Development and/or Curriculum Improvement." Ed.D., University of Nevada, Las Vegas, 1988.

Purpose of research was one of synthesizing known curriculum theories/models which led to presentation of new curriculum theory/model stressing involvment of faculty for particular use in Roman Catholic school system. Study examined curriculum theories/models of John Dewey, Ralph Tyler, and Jerome Bruner in light of: 1) their efficacy in addressing needs of a public school system and the Roman Catholic school system involved in the curriculum development/improvement process; and 2) their ability to provide for the direct involvment of faculty of a school in process of curriculum development/improvement. Literature indicated Roman Catholic school system different than public, and Roman Catholic school teacher expected to possess same and additional qualities as public school counterpart. Curriculum theories/models of Dewey, Tyler, and Bruner possessed certain elements which addressed needs of public and Roman Catholic school systems. In regard to values, found that curriculum theory/model of Dewey addressed this issue; those of Tyler and Bruner did not. Theory/model of Dewey was found to have addressed question of direct faculty involvment; those of Tyler and Bruner did not.

Miller, Alice Elizabeth Owen. "A Comparative Analysis of Curricular Programs in Private, Public Choice, and Public Attendance-Zone Schools in San Antonio." Ph.D., University of North Texas, 1997.

Purpose of study to examine curricular programs in 3 types of schools to determine whether differences among curricular programs existed in them. Guided by 4 research questions applied to the 3 types of schools: 1) Do instructional programs differ significantly in certain indicators of challenging curriculum? 2) Do teachers differ significantly in certain characteristics and behaviors? 3) Do the schools themselves differ significantly in instructional climates? and 4) Do the schools differ significantly in support they receive from external forces? Data gathered from student survey, teacher survey, structured group interviews with teachers, follow-up interviews with administrators and document analysis. Findings from student survey data indicated that private school students reported their curriculum to be more challenging than public school students, but no other significant differences were noted. Findings from teacher survey showed more positive results from private schools in indicators of a challenging curriculum, expectations of students, school climate, and external support than public schools. Structured group interviews revealed that multilingual teachers expressed more positive views of their curriculum and school climate than did attendance-zone teachers. Findings from document analysis indicated that curriculum documents in Catholic schools were the most complete and consistent. All public schools reported having no curriculum documents at all. Study showed that Catholic schools exhibited most consistent and well written curriculum that reflected the 4 research questions.

Oldenski, Thomas Edward. "Liberation Theology and Critical Pedagogy: Theory and Practice at an Alternative School Site." Ph.D., Miami University, 1994.

Study has two major components. First focuses on theory, including a review of the literature on research on Catholic schools, emphasizing the need to move from quantitative to qualitative studies, particularly ethnographic; and the critical discourses of liberation theology and critical pedagogy, emphasizing the works of Paulo Freire. The second part focuses on practices at an alternative school site, as articulated in the voices of the students, faculty and administrators at Vincent Gray Alternative High School, East St. Louis, Illinois. Study utilizes an integrative model of the critical discourses of liberation theology and critical pedagogy. Model constructed by engaging both emic and etic categories of the elements and themes of these discourses as researcher read and coded the transcripts of the first 5 student interviews. Model followed throughout interviews. Voices comprise a symphonic voice in regards to how the integrative model of liberation theology and critical pedagogy helps us to understand what is happening at Vincent Gray. These voices express a starting point in understanding how these

two critical discourses can describe, evaluate, and influence the practices within schools. One of major significances of study is that it demonstrates that the critical discourses of liberation theology and critical pedagogy can indeed benefit what is and what can be happening at other schools.

Pope, Imogene R. "The Differences in Mathematics and Reading Performance between Children Attending Half-Day and Full-Day Parochial Kindergarten Programs." Ph.D., Howard University, 1995.

Study designed to assess mathematics and reading scores at the end of the third grade of students who attended half-day and full-day kindergarten programs and students without kindergarten. Test data for 194 students in 9 schools in Archdiocese of Baltimore; low- to upper-middle income families. The Metropolitan Achievement Test provided the baseline data for the researcher. The American Testronics Test provided the comparative analysis for the end of the third grade performance. Students and their parents questioned about kindergarten experience. Kindergarten teachers interviewed to determine their concerns about the Study substantiated the belief that children in half-day programs would score as well in reading and mathematics as did their full-day counterparts; in fact, they scored higher in mathematics. There was no difference between male and female students in performance. Nor was there any significant difference between white and black students. Students who attended half-day or full-day programs scored higher in mathematics and reading than did those without kindergarten experience.

Purpur, Harry V. "Seattle Archdiocesan Catholic Elementary Schools: Purposes and Effectiveness." Ed.D., Seattle University, 1993.

Repeated closures of Catholic elementary schools and dwindling school enrollment suggested a lack of vision or agreement among parish leaders about the purpose of Catholic elementary schools. Therefore, it was decided to analyze the perceptions of pastors, principals, and presidents of parish school commissions, pastoral councils, and finance councils about the perceived purposes and the effectiveness of the perceived purposes of Catholic elementary schools in the Archdiocese of Seattle. Data generated by utilizing a Delphi method which called for each respondent to answer anonymously two written surveys. Relevant data regarding the opinions of others were shared between surveys. Following the two written surveys, personal interviews were conducted with three respondents from each parish leadership group. A statistical procedure was used to test differences of opinion among groups. Written comments from surveys and personal interviews were also used to verify results and clarify interpretations of differences of opinion found in the surveys. Findings showed parish leaders to be in agreement about 8 of the study's 14 perceived purposes of Catholic elementary schools. In contrast, there were significant differences of opinion among respondents about the successful accomplishment of 11 of the 14 statements of purpose. Among the major issues which surfaced as a result of this study were: 1) A coordinated vision or purpose of Catholic elementary schools should be shared by members of all parish leadership groups. 2) The role of parents/guardians as the primary religious educators of their children must be reaffirmed. 3) Catholic elementary school teachers need assistance to enhance their theological knowledge and techniques of religious instruction. 4) The relationship between parish and school needs to be strengthened.

Sacks, Joanne. "The Effects of Topic Interest and Prior Knowledge on Readers' Cognitive Processing of Text." Ph.D., City University of New York, 1989.

Total of 55 7th and 8th grade male students drawn from sample of 123 on basis of topic interest and prior knowledge participated. Students recruited from 8 Catholic parochial schools located in New York City area and were screened to assure that each participant was reading at or above the 8th grade level. Students participated in 2 experimental sessions. In Session I interest inventory and prior knowledge pretest administered. Session II, conducted 1 week later, entailed individual administration of 4 text passages corresponding to 4 experimental conditions: 1) high topic interest and high domain knowledge, 2) high topic interest and low domain knowledge, 3) low topic interest and low domain knowledge, and 4) low topic interest and high domain knowledge. After each text reading a multiple choice posttest and post-interest rating scale given. Secondary-task probe used to investigate amount of attention students devoted to texts of differing knowledge and interest levels. At completion of experiment students administered a Cognitive Processes questionnaire to examine processes by which interest activates or influences students' prior knowledge. Results indicated students' posttest scores were significantly better for high interest compared to low interest passages. No significant comprehension differences found for students reading passages for which they had differing prior knowledge levels. Students reading high prior knowledge texts had significantly faster response times to secondary-task probe than when reading low prior knowledge texts. No reaction time differences revcaled for students reading passages with differing levels of interest. Analyses of Cognitive Processes questionnaire indicated that students generated more thoughts or cognitions relating to text topic when reading high interest compared to low interest passages. Research views concerning variables that effect reading performance, and importance and influence of affective processes on student's text comprehension are discussed. Implications for future research described.

Schinzel, Dan Donald. "Advanced Placement Science Programs in Catholic High Schools." Ed.D., The University of Nebraska, 1996.

Purpose of this study was to examine the Advanced Placement Science programs that exist in participating Catholic high schools and develop guidelines for the implementation of similar programs at other Catholic schools. Specific areas of interest were curriculum, instructors, and Advanced Placement results. Surveyed teachers and administrators at participating Catholic high schools which were under the supervision of the Midwestern Regional Office of the College Board. Three on-site visitations which consisted of interviews with administrators and teachers, tours of facilities and observation of classes. Based on the survey data and on-site visitations, the following guidelines were established for the implementation of Advanced Placement Science programs. 1) Student and parent demand should be assessed. 2) Financial support available. 3) Committee of teachers, administrators, and outside experts should be formed to implement program. 4) Teachers and administrators should be involved in scheduling. 5) Sufficient laboratory time should be available. 6) A coordinator should be appointed to oversee the program. 7) Administrators, teachers, and outside experts should select faculty. 8) Program teachers should have graduate degree, teaching experience, and content background. 9) Outside teacher should be hired if no one capable on existing staff. 10) Professional development opportunities should be provided for the instructor. 11) Instructor should be relieved of extra duties or given planning time. 12) The role of examination results in evaluation of teachers should be made clear. 13) A policy regarding the role of the examination in the course should be established.

Webb, Mary Fox. "The Impact of Winning The United States Department of Education Blue Ribbon School Award on Catholic Elementary Schools." Ed.D., University of San Francisco, 1993.

Between 1985 and 1990, ninety Catholic elementary schools were awarded the United States Department of Education Blue Ribbon School Award. This study surveyed the 43 schools which had not had a change in principal since winning the Award, to determine the impact of the Award on the school. Researcher developed the instrument, The Blue Ribbon Schools Survey. Findings in the 6 major areas investigated were: 1) Demographic. Minimal change in the racial/ethnic composition of the schools. 2) Student enrollment. An overall increase of 18%. 3) Faculty size and teacher attrition. Increased by almost 2%. 4) Funding. Annual funds and corporate sponsors up; foundation grants down. Half of principals felt the Award had not changed their school's ability to win increased funding. 5) School Climate. Principals perception of over all school climate "very positive" after winning award, especially that of students. 6) Publicity. Increased by 57%. 7) Modeling. Implementation informal, but almost half reported being visited 1 to 4 times per year by other educators, mostly teachers. Data suggested that overall impact has been positive, particularly in the areas of student enrollment, funding, school climate and publicity. There has been some effect on teacher attrition and the schools have been available on an informal basis to stand as models for others in the educational community.

DIVERSITY-ETHNIC, INNER-CITY, INTERNATIONAL, MINORITY, MULTICULTURAL, RACIAL, SPECIAL NEEDS

Andereck, Mary Elizabeth. "Irish Travelers in a Catholic Elementary School." Ph.D., Texas A&M University, 1988.

Irish Travelers comprise an itinerant ethnic group that has resided primarily in the South for over 100 years. Originally horse and mule traders, they now earn their living traveling for most of the year, spray painting, asphalting, or laying linoleum. Irish Traveler women return to their "home" city for part of the year due to increased interest in school. Researcher took a position as junior high school teacher for 1 year, used participant observation and in-depth interviewing to collect data on influence of Travelers' ethnicity in 1 Catholic elementary school in South. Particularly interested in development of Irish Traveler ethnicity of students (Travelers and non) and adults involved in school, behaviors associated with this awareness, different types of behaviors for each grade level, and changes in behavior over school year. Children came to school with preconceived attitudes of each other. School setting often reinforced negative attitudes and as result boundary rules became even more rigid. Concluded that Travelers' school experiences contribute to continuation of accommodation (resisting assimilation) for which schools are not fully prepared

Asan, George Thomas. "The Affective and Cognitive Effects on Eighth-Grade Students of the Project Rea Úch Multicultural Program." Ed.D., Seattle University, 1991.

Purpose was to assess the impact of the Project REACH multicultural education program on students' awareness of key ethnic groups in America, racial attitudes and self-concepts. Participants were 8th grade students in 12 western Washington middle and junior high schools which included 6 experimental and 6 control schools. The experimental and control schools were matched according to low, medium, and high ethnicity levels. Data obtained from 240 students from the 12 rural, suburban, and urban test sites. Two of the 12 test schools were private Catholic institutions and the rest were in 9 different public school districts. Project REACH curriculum infused into various academic curricula at 6 experimental sites. Students in the control group used the regular assigned curricula. Lasted for 7 months; degree and intensity of REACH program varied with individual teachers. All REACH teachers had been previously trained in the program. The Ethnic Awareness Survey tested the cognitive domain of each student, the adapted Bogardus Social Distance Scale and the Coopersmith Self-Esteem Inventory measured the affective domain of the participants; each was administered at the beginning and then readministered at the end of the 7 month study. Three hypotheses were measured. The t-test results showed no significant difference between the cultural awareness, racial attitudes and self-concepts of 8th grade students who used the Project REACH multicultural curriculum and those who did not.

Behrends, Mary Kendalyn Peterson. "Categories of Caring in Urban Minority Schools of Choice: High School Seniors' Perspectives." Ed.D., The University of Alabama, 1996.

Purpose of this study was to examine high school seniors' perceptions of caring; how caring becomes operational in schools; and the categories of caring as they relate to gender, race, and school type. The 6 schools selected for this project had some attributes associated with caring cultures, e.g., small, Catholic, public schools of choice. Primary data source was student interviews from 78 seniors representing a cross-section of their classes. School surveys and documents provided additional information about the school setting. Analytic procedures included the development of descriptive matrices, cross case comparisons and contrasts, and coding and grouping procedures. Findings resulted in categories and subcategories of students' perceptions of caring in secondary schools. Students indicated that caring became operational through caring educators, a caring curriculum, and a caring environment. Caring educators were identified as those who create and maintain family-like relationships in schools. African American students were more likely than white students to place emphasis on educators who prepare students for the world and are there for them when they have a problem. There were more similarities than contrasts by gender, race, and school type across the categories of caring educators, curriculum and environment. Study has implications for school reform in that change efforts need to focus on multiple approaches to caring and to consider the

categories of caring important to various students in different school types.

Burgoon, Roseanne. "Inclusion Models: A Study of Three Catholic Elementary Schools." Ed.D., Saint Louis University, 1997.

Focus on 3 Catholic elementary schools in Archdiocese of St. Louis who developed inclusion programs to serve students with special needs who might not have otherwise been able to attend parish school. Sought to identify key strategies of inclusion program, key components of staff development program to insure successful implementation of program, and perceived needs of teachers to implement program successfully. Study included historical review of inclusion movement, and overview of report on delivery of services that was presented to Archdiocesan Catholic Education Office in 1990, along with background of each of the 3 schools in study. 43 teachers and 3 building administrators involved. Each completed a written survey which included a Likert-scale covering staff, student and program issues, rating scales, and open-ended questions on overall implementation of inclusion models. On-site interviews conducted with random sampling of each school staff, aim of which was to collaborate information received on surveys and provide further insight into development of each model. Each staff member also completed a demographic data survey. After surveys and oral interviews analyzed, outlined key strategies identified by school staffs as necessary to successful inclusion program in Catholic elementary schools and key components of staff development program to enable successful implementation of program. Staff development model developed around key strategies and key components.

Calfapietra, Elizabeth Anne. "Accommodating Diversity in the Regular Education Classroom: Perceptions of Secondary Teachers in the Catholic High Schools of New York City." Ed.D., Columbia University Teachers College, 1996.

Study investigated the perceptions of general educators in the Catholic high schools of New York City in regard to their use of strategies to accommodate the diverse learning needs of students. Completed questionnaires returned by 508 general educators from 27 of the 61 Catholic high schools located in the 5 boroughs. Of these respondents, 247 (48%) were from single-gender girls schools, 182 (36%) from single-gender boys' schools, and 79 (16%) from co-educational schools. Eighteen educational strategies were presented in the survey on a 5 point Likert scale. Thirteen of these practices were included in an "accommodating diversity" scale. Results of teachers' responses indicated that whole group instruction (which was not a part of the accommodating diversity scale) was the most commonly used educational technique, while individualized instruction was the least commonly used. Adaptive strategies, such as the use of testing modifications, cooperative learning, alternate materials, and peer tutoring, ranked 9th through 12th respectively. Teachers who had 2 degrees in education plus additional courses or workshops in their professional background scored significantly higher than any other group of teachers. Female teachers, teachers with previous elementary school experience, and teachers from middle sized schools scored somewhat higher in the use of accommodating educational techniques. The type of school, e.g., single-gender girls' school, was not significant when the variables of teachers' gender, education background, and size of school were analyzed together. The more diversity present in a class, the more frequently accommodating techniques were used. The results show the need for in-service professional development for Catholic secondary educators.

Heersche, Mathew M. "International Students' Perceptions: Transitional Needs and Adjustment Processes at International Catholic Secondary Schools in California." Ed.D., University of San Francisco, 1994.

To be successful, schools for international students must contend with a variety of issues to make that experience successful for the students as they adjust to American culture. Catholic international schools, with their philosophical foundation of community and the acceptance of the individual, are in a position to respond to these issues. A survey instrument was used to examine the transitional needs and adjustment processes of international students attending international Catholic secondary schools in California to determine whether this environment played a role in the cross-cultural adjustment process. Data analyzed using descriptive statistics as well as various correlational analyses. Results indicated that transitional needs were important for international students. Overall, international students had a positive perception of the Catholic school community and considered themselves adjusting well. Also, the Catholic school environment appeared to somewhat facilitate the adjustment process as it had significant correlations to various measures of adjustment. Language ability and time were significant components of adjustment; gender differences and cultural distance seemed to play a role in the adjustment process. Findings suggest that international Catholic secondary schools should continue addressing the transitional needs of international students. These schools also need to assist the students' language acquisition. International students require a better understanding of the religious dimension of their Catholic school experience. Finally, these schools ought to look for formal and informal ways to increase the amount of interaction between international students and the host community to help develop a shared understanding between cultures.

Hwang, Yun Han. "Relationships between Students' Goal Orientations and Seven Dimensions of Schooling in Urban High Schools of Choice: An Exploratory Study." Ph.D., The University of Alabama, 1994.

Primary purpose of this study was to explore differences between student goal orientation groups and factors representing dimensions of schooling known to influence student success. Specific dimensions included back-

ground, in-school experiences, outside school experiences, student personal propensities and values, students' perceptions of the school, academic performance and effort, and parent involvement. Student goal orientation groups were classified as academic-personal, academic-social, vocational-personal, and vocational-social. Investigation focused on how student goal groups differed on these dimensions. This was accomplished through hierarchical log-linear, ANOVA, and chi-square analyses. Secondary purpose was to ascertain whether students' perceptions of school goals matched their own goals, and how these matched groups differed on the key variables found to differentiate the goal orientation groups. Again, ANOVA and chi-square analyses were conducted. Subjects were 1,693 seniors in 144 high schools of choice located in 3 major U. S. cities; included Catholic and public magnet schools. Students completed a 270 response survey. Hierarchical loglinear analyses conducted for GOAL groups on the variable sets representing the schooling dimensions. Differences found primarily between academic-personal and vocational-social groups. Observations of cross tabulations and the Scheffe test indicate the direction of group differences. The academic-personal group was more likely than the vocational-social to be females enrolled in college preparatory programs, having high expectations for their futures, spending more time on homework, receiving higher grades, feeling more self-confident, and perceiving the school as a hospitable environment. Similar characteristics described the goal-matched group. Study provides direction to school administrators and educational reformers in planning programs that fit students' goal expectations.

Leung, Jupian Jupchung. "Sociocultural Differences in Students' Cognitions and Feelings about School Learning and Achievement." Ph.D., University of Illinois at Urbana-Champaign, 1991.

Using the theoretical framework of Maehr and his colleagues, an attempt was made to determine if the sociocultural background, age, and self-perceived academic achievement of secondary school students made a difference in their cognitions and feelings and also their perceived parental cognitions and feelings about school learning and achievement. Sociocultural background was defined in terms of the ethnicity, gender, and SES of the student. Subjects were 333 Caucasian American students attending the grade 8, 10, and 12 classes in the Roman Catholic schools in a Midwestern city in the U. S., and 375 Chinese students attending the same grades in several Roman Catholic schools in Hong Kong. Subjects responded to a questionnaire that measured the following areas of cognitions and feelings about school learning and achievement: meaning of success, task preferences, preference for school feedback, dimensions of causal attributions for success and failure, achievement goal orientations, and perceived academic achievement. Subjects responded from their own perspective and from the perspective of their parents. Subjects indicated their gender, grade level, birthday, the highest level of schooling completed by their father and mother, and their ethnic background. Data analyzed by statistical techniques, including factor analysis, discriminant analysis, and stepwise multiple regression analysis. Results showed considerable cultural differences in the dependent measures. Concluded that students' sociocultural background, particularly their cultural background, is an important variable that might affect their cognitions and feelings about school learning and achievement. Implications are that students' background, especially their cultural background, must be taken into account when attempts are made to enhance the learning and achievement of students.

Long, Emily Ruth. "Parents and Policy: An Examination of Selected Privately-Funded Programs of Parental Involvement in the Education of Inner-City Children of Poverty, 1900-1990." Ed.D., Kansas State University, 1994.

Consolidated reporting on privately-funded programs of parental involvement in the education of children of the urban poor from 1900 to the present has not been done. It is important to know what has been done in the past so present and future programs will have the advantage of that information. Study investigated the histories of 3 privately-funded programs of parental involvement in the education of inner-city children of poverty. The programs were: the kindergarten before it became part of the public school system; Roman Catholic parochial schools in the inner-city; and the "With and for Parents" project in the Harlem Park neighborhood of Baltimore, Maryland. After discussion of the 3 programs, conclusions and recommendations for the future are presented.

Maher, Michael Joseph S., Jr. "The Dis-integration of a Child; Gay and Lesbian Youth in Catholic Education." Ph.D., Saint Louis University, 1997.

Dissertation involved 4 studies: document analysis of contemporary Catholic magisterial teaching on philosophy of Catholic ed ucation as pertains to homosexuality; survey of incoming freshmen at a midwestern Catholic university on their level of agreement with 16 points of Catholic teaching on homosexuality; study using in-depth interviews with 25 (13 male and 12 female) gay and lesbian adults who attended Catholic high schools and graduated in 198s or 1990s; and a study using in-depth interviews with 12 counselors currently working in Catholic high schools. Document analysis yielded conclusion that Catholic education must discuss topic of homosexuality, must reduce homophobia in its students, parents and teachers through education, and must provide support services for gay and lesbian students. Survey (N=103) demonstrated that students graduating from Catholic high schools generally had more positive attitudes toward homosexuality and gay and lesbian people than those graduating from non-Catholic high schools. Females more positive attitudes than males. Coeducation Catholic graduates more positive than unisex graduates. Agreement levels in terms of Church's responsibilities to gay and lesbian people were disturbingly low. Alumni demonstrated "Dis-integration." Subjects were dis-integrated socially, institution-

ally, spiritually, and in terms of sexual identity. This is particularly important because integration at all levels is a goal of Catholic education. Study of counselors led to conclusion that Catholic schools generally are not doing enough to help this population.

Nelson, Kathryn O'Shae. "Reasons Given by Anglo/Hispanic Parents/Guardians for Choosing a Catholic High School in the Southwestern United States." Ed.D., The University of Arizona, 1988.

Purposes of descriptive study to find out the reasons why Anglo and Hispanic parents/guardians send children to a Catholic high school in southwestern U.S. and investigate specific demographic elements upon parents'/guardians' reasons. These elements were gender, age, and ethnicity of student; age, gender, ethnicity, religion, educational level and social-economic status of parents/guardians; and marital status, family school affiliation, family configuration, and family mobility. Modified Delphi procedure with 2 questionnaires used to identify reasons and investigate possible effects of demographic elements. RVAX computer with SPSSX used to apply measures of central tendency, factor analysis, and ANOVA to the data. Study revealed that main reasons for Catholic school choice were academic and discipline/environment. Secondary reasons were teachers/students, size and programs, and religious instruction and atmosphere. Two remaining reasons were dissatisfaction with public schools and family tradition. Study indicated that interaction of age, gender, and ethnicity of students did significantly influence evaluations of discipline/environment, religious instruction and atmosphere, and family tradition. Also, evaluations of 7 factors were significantly influenced by various combinations of family mobility, economic status, family configuration, marital status, religion, educational level, and ethnicity, age and gender of parents/guardians. Study suggested that parents/guardians in 1986 agree with those in 1974 study that academics is important, but placed much less importance upon religion. Other major findings suggested that values of specific categories of parents/guardians cannot be accurately predicted and it should not be assumed that Anglo and Hispanic students are sent to Catholic school for different reasons. Finally, study suggested that academics and discipline/environment, the main reasons parents/guardians make the Catholic school choice, should be a concern of all schools, parochial, private, or public.

Nelson, Sheila. "Catholic Elementary Schools in Chicago's Black Inner City: Mission and Organizational Effectiveness." Ph.D., Loyola University of Chicago, 1992.

Explored strategies by which Catholic schools in Chicago's Black inner city are adapting to changes in their populations and environments. Building on the work of resource dependency theorists, population ecologists, and organizational persistence theorists, inner-city Catholic schools are evaluated on how they have secured resources and maintained legitimacy despite the shifts to a predominantly non-Catholic Black student body and to a more academic, less specifically religious mission. Interviewed pastors and principals of 33 Catholic schools, following study both of the schools in historical context and archdiocesan enrollment trends from 1960 to 1985. From interviews, grouped schools into four categories based on the basic strategies used to secure resources, balance dependencies, and re-establish legitimacy: parish-centered schools, isolated schools, cooperatively-linked schools, and externally-linked schools. Found that parish-centered and cooperatively-linked schools retained a specialist orientation with strong ties to the Catholic community. The isolated and externally-linked schools had a more generalist orientation which demanded a change in the schools' legitimating myths while increasing their relevance to a broader population. Parish-centered and isolated schools focused internally, giving them a structural advantage but making them more susceptible to local crises and demographic changes. The cooperatively and externally-linked schools experienced the structural disadvantages of newness and a descrease in local autonomy while gaining a more diversified resource base and more freedom from parochial crises. While historical and demographic constraints significantly influence the direction of adaptation in individual schools, study indicates that in general, cooperative linkage provides the most organizational advantage by expanding the resource base without threatening the school's legitimacy by radical changes in the school's mission or Catholic identity.

Noyes, Beverly Roxanna. "Counseling Climate: Effects of School Type, Minority Enrollment, and Community Economic Base." Ph.D., The Catholic University of America, 1993.

Studies of secondary school counseling have suggested that the poor and minority students, in particular, receive inadequate and inequitable counseling services. This study explored the changes effected by school type, race and income on 4 operationally defined aspects of counseling climate. Used secondary analysis of survey data, which was taken from High School and Beyond (HSB) of 1980 and a 1984 supplemental survey of a sub-sample of 319 public and 47 Catholic schools. Tagiuri's taxonomy (1968) as explicated by Anderson (1982) was used to develop operational definitions of the structural components of counseling climate within secondary schools. Regression analysis, analysis of variance, and chi square descriptive statistics were used to examine the relationship between 3 independent and 14 dependent variables. Results showed that the Income independent variable was a significantly differentiating factor across one dependent variable. Specifically, the study found that schools with more minority students have a higher saturation of counseling services across the 4 secondary grades, have a higher participation rate in counseling services that are not related to college preparation, and are more likely to allow students to use academic time periods to participate in counseling activities. Analysis based on school type found that public schools have a greater range and saturation of counseling services while Catholic schools have a

higher percentage of participation in college related preparation activities and a more favorable counselor-student ratio. The Income specific variable seemed to indicate that students in Catholic schools with a higher income base waited longer for counseling services.

Oates, Jewell Kathryn. "The Survivability of Urban Parochial Schools: An Analysis of Five Factors." Ph.D., Northwestern University, 1989.

Study discussed and analyzed 5 factors affecting survivability of ¸3 types of urban parochial schools: evangelical Christian schools in Los Angeles County; Catholic inner-city schools in 8 U.S. cities; and an Episcopal school in Chicago. Factors analyzed were academics, socioeconomic status, religious affiliation and commitment, external control as evidenced by authority, accountability and school-level administration, and parents' primary reasons and expectations and the schools' responsiveness. Populations included a sampling of parents from all 3 school types, and population of teachers and principals from 2 of parochial school types. Parents from 147 households and 7 schools formed data base for Holmes' 1982 study of evangelical Christian schools; 54 Catholic inner-city schools with 339 teachers, 3,995 parents and 5 á0 principals participated in 1982 study by Cibulka, et al.; and those in Episcopal study included 1 principal, 3 teachers and 28 parents. Data obtained from latter school by distributing and collecting 2 kinds of questionnaires to principal and teachers, and conducting telephone surveys among parent respondents. Follow-up interviews conducted with 3 persons prominently involved with Episcopal school when it closed in June 1988. Only 2 of 5 factors, external control and parental reasons/expectations/school responsiveness were found to be most congruent. All 3 kinds of schools exhibited decentralization of authority, multi-levels of accountability, collaborative management, and a family-style atmosphere in which there was great deal of anticipatory responsiveness on schools' part. Concluded that congruence of expectations is 1 of key reasons for their appeal. Also concluded that, with exception of Christian evangelical schools, the greatest threat to survivability of urban parochial schools is their financial vulnerability and lack of substantive strategies to combat this weakness.

O'Keefe, Joseph Michael. "Higher Achievement Scholars: A Study of the Experience of Minority and Low-Income Students." Ed.D., Harvard University, 1991.

Thesis explored the phenomenon of inclusion and exclusion of low-income students of color in 2 private, all male, Catholic high schools in metropolitan New York. Called HAP scholars, these men participated in the Higher Achievement Program (HAP), a 6-week college preparatory summer session that brought together low- income students from a variety of backgrounds. Work included a concise history of Catholic secondary education as well as an examination of its current status and a review of the literature about minority students in private non-Catholic schools. Researcher's own qualitative inquiry involved observations of the school environment, a survey questionnaire sent to all HAP scholars, and extensive in-depth interviews with a representative sample. Research develops a synthesis of literature, his own observations of minority perspective and experience within school cultures, autobiographical reflections on his status as a Catholic priest and white male, and an interpretation and analysis of the interview data. Found 8 themes that conveyed the breadth of the experience HAP Scholar alumni faced in high school: the relationship between home and school; creation of a home base in the school setting; exclusion and inclusion in the curriculum, classroom interactions, and the wider school culture; interracial and intraracial friendship patterns; ethnic self-perception and the ability to pass as a member of the majority; social-class self-perception; the role of adults in schools; high school in relation to the wider phenomenon of formal education including elementary school, the summer HAP session, and college. Using these themes, the thesis closely examined the complex and deep ambivalence of low-income, minority youth in a middle class setting and explored how a school with a shared religious purpose is likely to serve its students better than a school without that characteristic. A study of demographic trends points to the timeliness and significance of this type of study which evokes within the reader a deeper understanding of the challenges, opportunities, and obstacles for low-income students of color through an understanding of their perceptions and experience.

Sena, Mary Louise Tafoya. "A Search for Perceptions and Effects of Aspects of the Hidden Curriculum: Minority Educator Cases." Ph.D., The University of New Mexico, 1996.

Study presents stories of ethnic minorities who are successful educators. Enables 8 Native Americans and Hispanics, born in New Mexico, to share their experiences which they believe affected their educational success. Primary focus was the effect of the hidden curriculum of the public, Catholic, and Bureau of Indian Affairs upon nonimmigrant minorities. Became clear that respondents placed a great deal of importance on their families' roles and in their own impetus for learning for their educational success. Perspectives of the 8 teach us about familial expectations with regard to schooling and the effects of schooling's "incidental" and overt teaching methods. Ultimately, it was a study of accommodation on the part of the individuals to a system which mirrors the dominant culture in order to be a success, and in the process, at least temporarily, suspending one's home culture.

Simone, James John. "A Study of the Relationship between Cultural Identification and Self-Esteem Levels among Inner City Hispanic and Caucasian Adolescents." PSY.D., Adler School of Professional Psychology, 1995.

Information gathered from 136 Hispanics and 50 Caucasian adolescent secondary school students, all 9th and 10th graders in Chicago public and Catholic schools, indicated a positive relationship between levels of cultural identification and general, parental, and academic self-esteem among Hispanic subjects. A relationship was suggested between cultural identification and parental and academic self-esteem among Caucasian subjects. A significant difference was demonstrated between Hispanic and Caucasian subjects' levels of cultural identification. Although there was no significant relationship between cultural identification and general self-esteem for the Caucasian group, nor for cultural identification and social self-esteem for either the Caucasian or Hispanic group, the data was suggestive of a trend in these areas. Recommendations are made for educational policy and further research.

Smith-Maddox. Renee P. "African American Eighth Graders: Factors Affecting Their Educational and Occupational Aspirations." Ph.D., Brandeis University, 1994.

Parent involvement in urban communities has emerged as a major policy issue in the education reform movement. This study used cross-sectional data from the National Education Longitudinal study of Eighth Graders (NELS:88) to examine 5 domains of influence on the educational and occupational aspirations of 2,607 African American eighth graders. The 5 domains are students, familial, school, teacher and neighborhood measures. In addition, placement in ability groups and access to social resources are included in the analysis as mediating factors. Regression analyses showed that the most important predictors of aspirations are grades, poverty status, parent's expectations and attending a Catholic school. Reading test scores, father's occupation, parent's education, low-ability group assignment in 2 courses, and discussing high school plans and careers with a teacher and an adult outside of the family also tend to be important for educational aspirations while gender, attending school in rural areas, and high-ability group assignment in 1 or 2 courses are important for occupational aspirations. Subsample analyses based on poverty status, urbanicity of the respondent's school, and school region were also conducted to determine within-group differences among African American adolescents. Findings suggest that career education should be an integral part of the middle school curriculum. Study also contributes to our understanding of the role of family, school and the community in keeping the career and educational options of adolescents open.

Stoecklin, Carol Ann. "'Valuing Our Differences': Does This Curriculum Supplement Have Impact upon Eleventh-Grade Students' Racial Faith Identity?" Ph.D., Saint Louis University, 1993.

This study was to examine the impact "Valuing Our Differences" had on the racial faith identity formation of 11th grade Catholic high school students. Structure of this qualitative research forms a triangulation of data analysis composed of an artifact content analysis, questionnaire results, and semi-structured interviews. Study sample included 144 students and 2 teachers from 3 Midwestern schools. Funding grant analyzed; questionnaires analyzed by frequencies and percentages, collectively and individually, differentiating results by gender, race, and religious affiliation; and interview outcomes were cross-referenced and compared to surface specific data causing the greatest student effect. Study found that "Valuing Our Differences" did impact students' racial faith identity by presenting contributions of Black Catholics as a source of pride. Most students found the module "Valuing Our Differences" interesting, they learned new information, and were highly comfortable with the module's material. Module helped students see the Catholic Church in a more human and less perfect light; students were able to better understand the oneness/universality of Catholicism. Recommendations for further attention include: enriching the meaning of "catholic" in its truest sense; actively fostering scholarship about the racial faith identity of other races within the American Catholic Church; examination of curricula insuring racial/cultural inclusivity; and preparing personnel and students to receive effectively racially dominant catechetical materials.

Torruellas, Rosa M. "Learning English in Three Private Schools in Puerto Rico: Issues of Class, Identity and Ideology." Ph.D., New York University, 1990.

Study explored how ideology and social class affect acquisition of English, and mediating role of student culture in learning process. Departs from traditional focus on role of English as instrument of Americanization. Introduces class dimension into discussion while treating English as form of cultural capital of considerable significance for Puerto Rican elite. Analysis builds on contradiction observed in 2 of schools between importance students attach, at discourse level, to learning English, and their actual behavior and attitudes in English class. This conflict, or absence in 3rd school, is interpreted in relation to 3 independent yet interrelated factors: the charged political and ideological context surrounding English in larger society; degree of congruence between students; class aspirations and their "lived experience"; and pedagogical practices in each school. Goal of attending college in U.S. is examined as class-based expectation providing a particularly strong motivation to learn English among Puerto Rican elite. It is also identified as important factor in reproduction of elite status, and as significant element of "distinction" between upper and middle class sectors. Divergent values students in these 3 Catholic schools hold towards the English language, variation in learning outcomes, and existence of marked status differences in student bodies, call for reassessment of generalized perception of private education in Puerto Rico as monolithic

system. Findings of study suggest there are subtle but very concrete differences operating among the largely privileged social groups sponsoring private schooling. Study allows a finer understanding of some of mechanisms whereby "distinction" is transmitted and fostered among Puerto Rican elite. Is often ignored but critical area of social analysis.

Tretter, Sue Ann. "The Developing Ministry to Blacks by the Archdiocese of St. Louis: The Case of Monsignor John Shocklee." Pd.D., Saint Louis University, 1996.

Study examined the role of Monsignor John Shocklee as a model of activism that became institutionalized in the St. Louis Archdiocese through Shocklee's work with the Human Rights Office. Chapters discuss the history of Black Catholics in St. Louis; the attitude of the Archdiocese towards them; Cardinal Ritter's role in integrating the schools and broadening the role of religious and clergy, as reflected in the priesthood of John A. Shocklee, and Shocklee's response to the urban challenge in educational and antipoverty programs; Shocklee's role as mediator between activist groups and various power structures; and his role as executive director of the Archdiocesan Human rights Office where he served as "practical humanitarian" for racial justice in St. Louis as well as for social justice throughout the world. Goal of study was to develop an awareness of the strides in racial sensitivity through the actions of Monsignor Shocklee, whose belief in an active and participative democracy and devotion to Christian humanitarian principles might be considered an ideal of American Catholicism.

Weatherly, Frances Y. "Student Perceptions of Teacher Expectations in Inner-City Catholic and Public High Schools of Choice." Ed.D., The University of Alabama, 1996.

Purpose of this study was to investigate secondary students' perceptions of their teachers' expectations in inner-city Catholic and public schools of choice. Also concerned with congruence between what teachers say they do to manifest their expectations for student performance and students' perceptions of these manifestations. Finally, it sought to establish links among teacher expectations, student and teacher characteristics, and school choice settings. Typology of students' perceptions of teachers' expectations was developed from interviews obtained from 98 senior students from 10 schools representing 3 types of high school settings. Eighty of the students' teachers responses to an open-ended survey concerning their expectations for individual students. Data from student transcripts used to identify low-, middle- and highperforming students. Qualitative data analyzed using the constant comparative method. Crosstabs, Pearson chi-square, factor analysis, and Cronbach's Alpha were used to analyze the quantitative data. Findings indicated that students more frequently perceive teacher expectation-backing behaviors than they perceive inferred messaging. Overall, student and teacher expectations are congruent in type; for Type I expectations, however, low-performing students in Catholic schools were more likely to describe teacher individualistic treatment. Teachers of low performers in both Catholic and public schools were more likely than their students to describe management and competent teacher behaviors than individualistic student treatment. In Catholic schools teacher behaviors are more evenly distributed across performance levels than in public schools. However, low-performing students were twice as likely to perceive teacher behavior management than high-performing students. Implications include the need for teachers to become aware of the types of behaviors that communicate positive expectations to students, especially low-performing ones.

Wilson, Jeannette D. "The Relationship between Parental Behavior and Adolescent Self-Esteem: a Cross-Cultural Study in the U.S. and Brazil." Ph.D., The University of Tennessee, 1989.

Cultural variation in relationship of parental behaviors to adolescent self-esteem tested through secondary analysis of cross-cultural data set. Sample, 393 urban middle class students from 2 Catholic high schools in U.S. and Brazil, split evenly by gender and culture. Cross-cultural comparability assured. Varimax rotated factor analysis performed on 75 parental behavior items selected from 3 standard instruments (Heilbrun, 1964; Devereaux, et al., 1969; Schaefer, 1965), and 21 items measuring self-esteem. Factor structures of dependent and independent variables in each culture found éto be very similar across cultures. Models of adolescent socialization in family context tested in both cultures in 2 specific ways: 1) 4 dimensions of self-esteem were identified (Social Worth and Self-Derogation from Rosenberg, Positive Self-Esteem and Self-Esteem Power from a Semantic Differential scale); 2) relationships between these 4 dimensions of self-esteem tested with 7 similarly identified parental behavior scales (General Support, Companionship, Physical Affection, Induction, Coercion, Love Withdrawal and Inconsistent Control) employing regression analysis cross-culturally. Hypotheses of significant influence between adolescent perceptions of parental behaviors (Induction, Coercion, Physical Affection, Companionship) and adolescent Self-Derogation and Social Worth were not supported. General support from both parents in U.S., and fathers in Brazil were influential with adolescent Self-Derogation and Social Worth. Significant cultural differences were found only for mothers. U.S. parental behaviors were more influential. parental support was found to be more important than control in both cultures, especially for fathers in Brazil. Mother control found to be more influential than father control in both cultures. Overall, more similarities than differences were noted.

ELEMENTARY EDUCATION

Basile, Mary Anne. "Who's in Charge Here?: An Analysis of the Distribution of Leadership Functions in Selected Catholic Elementary Schools." Ed.D., University of Pennsylvania, 1988.

Exploratory descriptive study had 1 major purpose: to design and test a survey to analyze the distribution of leadership in selected Catholic elementary schools. The Survey of Leadership in Catholic Elementary Schools (SLICES) designed to gain teachers' perceptions of leadership distribution in their schools. Closed question items developed from effective schools' and effective Catholic schools' literature. Leadership items clustered into 6 function areas: 1) developing and articulating school mission; 2) staffing; 3) curriculum planning; 4) policy development; 5) public relations; and 6) financial planning. Teachers responded to each item for every role scale. Responses developed into Likert-like scale: 1) provides leadership; 2) contributes but does not provide leadership; 3) does not contribute or provide leadership; 4) do not know. Role scales reflected literature on Catholic schools and researcher's experience in such schools. They were: 1) pastor; 2) principal; 3) assistant principal; 4) teacher; 5) subject coordinator; 6) director of religious education. SLICES was tested in 6 Catholic elementary schools in Archdiocese of Philadelphia. Pilot schools varied in size, location and administrative orientation (lay or religious); were designated by Superintendent as "improving schools." Data collected by administering survey to teachers in pilot schools, and by interviewing pastors and principals of those schools. Interview protocol designed to probe survey items and provided additional insights into school's operational role. Data assessed for internal consistency of reliability using Cronbach's alpha. Results suggested most of survey's scales have adequate internal consistency reliabilities. Item analysis provided data for survey revision. Assumption of content validity based on survey's relationship to prior research, and its relationship to literature on effective schools. Results of study were 3-fold: 1) yielded survey that had reliability and validity; 2) provided data to increase scale reliability used in revision of survey; and 3) provided useful data to analyze leadership in Catholic elementary schools.

Brehm, Michael Steven. "A Comparative Study of Kindergarten through Eighth-Grade Catholic School Effectiveness and Priorities for Improvement as Perceived by Leadership Personnel in a Diverse Midwestern Diocese." Ed.D., Northern Illinois University, 1997.

Purpose to contribute to knowledge base of effective Catholic schools research as basis for informing Catholic school improvement efforts and contributing greater accountability of Catholic education in interest of greater society. Problem was to examine how individuals in leadership roles as decision and policy makers perceive their 1) Catholic elementary schools' effectiveness when analyzed by individual respondent information and institutional factors and 2) priorities for school improvement among effectiveness areas when analyzed descriptively by role. Author-developed survey based on effective public schools research and characteristics related to excellent Catholic elementary schools distributed to school leadership personnel. Principals, pastors, directors of religious education, school board presidents, and senior faculty members from each of Catholic elementary schools in diocese rated their perceptions of Catholic elementary school effectiveness. Reported perceptions analyzed by individual respondent information and institutional factors. Areas of effectiveness also ranked as priorities for Catholic school improvement and analyzed descriptively by role. Results of examination indicated high degree of perceived Catholic school effectiveness, especially by pastors, principals, and senior faculty members. Responses from directors of religious education proved to be inconclusive, and school board presidents had lowest perceptions of the group. Study indicated priorities for school improvement, as ranked by all of leadership roles, as physical plant, finances, decision making, parents/community, instructional programs, apostolic service, relationships, and student activities. Almost 50% of respondents ranked physical plant as highest priority for school improvement. In light of fact that accountability to greater society may be at question, educational leaders in this diocese who are accountable currently to church and their public, perceived their schools as effective and recognized areas for school improvement.

Cornell, Kathleen D. "Analysis of the Relationship between Work Culture and Selected Academic Measures of School Productivity in Catholic Elementary Schools Using the Managing Productive Schools Model." Ph.D., University of Maryland College Park, 1991.

Major question: To what extent is work culture a significant determinant of school academic productivity in Catholic elementary schools? Conducted analysis of relationship between work culture and school productivity. Work culture operationalized by using the Managing Productive Schools model, and its accompanying instrument, the School Work Cultural Profile (SWCP), which is a development process of planning, developing, and evaluating goals through a collaborative effort. SWCP administered to principals and full-time faculty of 16 elementary schools in the Archdiocese of Baltimore. Fifteen principals and a random sample of teachers were inter-

viewed. Productivity measured by using the achievement percentile scores for math and reading in grades 4 and 8. Analysis procedures used included descriptive statistics, tests of correlation, multiple regression, t-tests, and descriptive analysis of the interviews. Principals' perception of work culture as measured by the SWCP was significant in the area of math, grade 4, accounting for 17.8% of the variance. Both SES and principal tenure were significant predictors of productivity measures: math, grade 4, and reading, grades 4 and 8. Analysis of interviews revealed a positive relationship between work culture and productivity when schools with higher SES levels were compared. Statistical results and analysis of schools with lower SES levels were inconclusive in terms of their relationship between work culture and academic productivity. Ten commonalities found among the more successful schools. These schools had stable faculties who believed in working together, were allowed to provide for the students in their classrooms, and articulated and believed in a common mission. There was a significant difference between the perceptions of teachers and principals in the 16 schools with the principals' perceptions being higher. Analysis of interviews revealed little difference in responses from teachers and principals in more successful schools. Future studies need to use a larger number of schools divided by SES levels and some should use other measures of productivity. Recommendations for practice include the need to consider the time factor in building a culture, the importance of the principal and the socioeconomic status of students, and the need to evaluate present staff development programs.

Governal, Mary Ann. "The Correspondence between Beliefs within Institutionalized Environments and Structures of Catholic Elementary Schools." Ed.D., University of Missouri-Saint Louis, 1990.

Study examined theoretical assumption that to remain legitimate in eye of communities they serve, schools must create and maintain structures that are isomorphic with reality that society has created for them. Research design was multi-site case study of 2 Catholic elementary schools located in suburban public school district in midwestern metropolitan area. Four major educational structures examined were Goals, Curriculum Content, Educational Technologies, and Control and Management. Data about environmental expectations for school structures obtained through telephone survey of 300 randomly selected residents of school district. Data describing actual school structures gathered though modified case-study method which involved in-depth observations, document review, interviews, and questionnaires. Study concluded that existing organizational structures tend to be isomorphic with environmental expectations.

Jones, Ann Margaret. "Differential Effectiveness: Catholic and Public Fourth Graders' Performance on the 1992 NAEP Mathematics Assessment." Ph.D., Boston College, 1997.

Study updates and adds to literature comparing Catholic and public elementary schools at national level and serves as link to comparative studies of high school students. 1992 NAEP mathematics data from 4th graders analyzed to investigate differential achievement and relationship between cognitive and non-cognitive constructs for Catholic and public school students. Analysis plan involved running confirmatory and exploratory factor analyses in addition to descriptive statistics. Series of regression and path analyses conducted. They were analyzed comparing 4th grade students from similar community and socio-economic settings to more closely investigate possible Catholic school or public school "effect." Investigation found differences in average achievement scores for NAEP mathematics assessment for public and Catholic school groups as a whole as well as sub-groups. Even when control variables utilized, 4th grade students from 2 schools were on average performing differently on NAEP mathematics assessment. Investigation found that both Catholic and public schools were serving students from average and high family environment levels in similar manner. Students from less supportive family environments achieved higher scores when attended a Catholic school. Finding lends support to school choice programs if they target students from weaker family environments. Family environment had greater effect on achievement for public school @ than Catholic school students, lending some evidence to existence of school effect. Giving teachers greater control over curriculum appeared to increase achievement for students; specifically giving them control over selection of instructional materials, course content and course sequencing seen to have positive effect on student achievement. Regardless of school setting, non-traditional forms of assessment found to have very little or no effect on NAEP achievement scores. Finding lends evidence in favor of school reform movements supporting school level control or "bottom-up" approach to school reform. Access to school owned computers and calculators had no or very little effect on students' achievement.

Kelzenberg, Kelly John. "Gifted Education in the Catholic Elementary Schools of the Archdiocese of Saint Paul-Minneapolis." Ed.D., University of St. Thomas (St. Paul), 1993.

Study examined individual schools' definitions of giftedness and the related identification procedures to determine how these two factors influenced the type of differentiated programming provided for gifted learners in the gifted and talented programs in the Catholic elementary schools of the Archdiocese of Saint Paul-Minneapolis. Questionnaire developed and mailed to each of the 103 Catholic school administrators. Survey yielded a 78% response and provided information in these areas: 1) descriptive school data; 2) the range and scope of current gifted programs; 3) the parameters and characteristics of gifted programs and their components; and 4) comparative data on the relative impact of these components on the total curriculum. Interviews conducted in 9 schools with existing programs to better understand the levels of programming at each site, the rationale for existing

programs, the type and extent of administrative leadership in the planning and implementation of gifted programs and the extent of future programming contemplated for gifted learners. General findings were: 1) two-thirds of the schools did not provide specific programs for gifted and talented learners; 2) administrative leadership was an important factor in maintaining programs in gifted education; 3) an effective vehicle for planning and evaluating programs was missing in two-thirds of the schools with programs; 4) enrichment options provided for all students in the classroom were perceived as adequate for gifted students; 5) nomination by teachers was the most common identification procedure; and 6) the budget was perceived as the major constraint in providing specific programs for gifted. Results indicated these needs: 1) more administrative leadership in providing appropriate levels of instruction for all students; 2) more inservice and training for principals and staff on curriculum planning, integration and the modalities of learning exhibited by gifted students; and 3) a more general awareness on the part of principals that appropriate levels of instruction for all students are a curriculum planning issue more than a budgetary issue.

Manchester, Ann Meyers. "A Comparative Study of Eighth-Graders in Catholic Elementary and Middle School in the Areas of Reading Achievement, Self-Esteem, and Attitude toward School." Ed.D., University of San Francisco, 1991.

General purpose of this study was to determine to what degree there was a difference in test scores between 8th graders in Catholic middle schools and 8th graders in Catholic K-8 elementary schools in the areas of academic performance (as measured by reading achievement), self-esteem and attitude toward school. Conducted in California, study included a total of 525 8th grade students, 161 suburban middle school students, 162 suburban K-8 students, 102 urban middle school students, and 100 urban K-8 students. Growth in reading assessed by use of the 7th and 8th grade Total Reading scaled scores on the Stanford Achievement Test; self-esteem was measured using the Student Self-Esteem Inventory; and attitude toward school was assessed through the Quality of School Life Scale. Analysis revealed that 8th graders in K-8 elementary school achieved similar growth in reading to that of 8th graders in middle school. Self-esteem similar for both groups, but suburban students reported significantly higher self-esteem than urban students. No correlation between self-esteem and reading achievement. There was a relationship between self-esteem and attitude toward school. Conclusions drawn from findings: 1) study does not indicate that one grade level configuration is more advantageous than another in any of the 3 areas studied; 2) the significantly higher self-esteem of suburban students suggests an impact of their exterior environment; 3) the significantly higher scores of both K-8 and middle school urban students on the total QSL, and all 3 subscales is affirming of the job being done by the Catholic school in the urban areas. This fact could be used in future policy formulation and funding decisions regarding the importance of the Catholic school in the inner city and the commitment of the Church to the poor.

McCormack, Patricia M. "Catholic Elementary Schools as Agents of Parent Formation Needs as Perceived by Parents." Ed.D., University of San Francisco, 1995.

Study to determine how well the Catholic elementary school functions as an agent of formative parenting of parents whose children are enrolled in the K-8 Catholic elementary schools of a small diocese in northern California. Formative parenting is the process of communicating parenting practices that are foundational to the psychosocial development of a child. This study, a quantitative, descriptive, timebound, cross-sectional evaluative survey, utilized both questionnaire and interview format to assess 3 perceptions of Catholic elementary school parents: 1) parenting practices most important to the process of fostering the holistic development of children; 2) the degree to which the Catholic school met the perceived needs of parents for support; and 3) the areas of parenting for which parents desired assistance. A Parenting Practices Questionnaire of 54 items was developed by the researcher from information found in the literature of the psychological community. Parent selection for inclusion was determined by a purposive stratified proportional random sampling. A sample of 332 parents (94%) completed the questionnaire. Study revealed agreement in parent perceptions which transcended socioeconomic status, ethnicity, parental experience and parental education. Data suggest a need to prepare parents or increase their adequacy to be intentional in providing for the whole person development of their children. Specific parent formation needs surfaced: 1) communicating the components of socialization, self esteem, pro-social behavior, democratic family atmosphere, and identity formation, particularly initiative and industry; 2) suggesting practices, processes or strategies for developing these components; 3) encouraging consistency in parenting practices; and 4) providing guidelines related to discipline, sibling rivalry, peer relations, conscience formation, and angry behavior. Study called for a response from the Catholic school to increase efforts to provide a comprehensive program of formative parenting for the holistic, psychosocial development of their children.

Mudd, Susan Mary. "A Description and Examination of a Consolidation Process Involving Three Catholic Elementary Schools and Their Subsequent Experience." Ed.D., University of Cincinnati, 1989.

Study's purpose to contribute to a better understanding of process of school consolidation, its outcomes and its value and feasibility as means of dealing with problems now confronting Catholic schools in Louisville and other dioceses throughout U.S. Study examined 3 Catholic schools in Louisville: Our Lady, Saint Anthony and Saint Cecilia, which took place in 1971-72 school year, resulting in creation of Community Catholic School.

Research involved employs case study method. Is reconstruction and process oriented. Concerned with identifying felt needs of various participants in consolidation and motivations which were active in addressing these needs. In process of collecting data a total of 84 interviews were conducted and survey concerning school consolidation conducted among all the chief education officers in dioceses across the U.S. Principal conclusions of study include: 1) Consolidation under study was successful since it preserved the opportunity for Catholic school education for children of 3 neighboring parishes, and school operates as one of high quality with a remarkably high satisfaction index. Suggests that consolidation can be workable solution to problems of declining enrollment and financial pressures being confronted by many Catholic schools at present time. 2) To work, parishes must be willing to sacrifice their traditional commitment to operating their own schools. 3) Parishes must not view consolidation as means of freeing themselves of financial responsibilities for their schools. 4) Important to produce image of new school not identified with any one of the consolidating institutions. 5) Highly advantageous for consolidation to develop as genuine parish level grass roots movement.

Paurazas, Beverly. "Elementary School Accreditation in a Midwest Urban Archdiocese." Ed.D., The University of Michigan, 1997.

Examined widespread assumption that accreditation processes play an important part in school improvement. Studied how a new accreditation process designed for use by Catholic elementary schools was implemented in 11 Catholic schools in a midwestern state. Schools' activities were studied as pursed accreditation to understand: 1) reasons these particular elementary schools chose to enter the accreditation process; 2) role principal played; 3) how process was implemented; 4) effects of process on staff in school; and 5) outcomes of process as perceived by participants. Purpose to ascertain whether accreditation process led to school improvement in schools studied, where school improvement was defined broadly as thorough evaluation of school's performance on central aspects of its mission and as changes in various structures and processes that support organizational health and improvement. Central finding was that all of 11 schools studied engaged in school improvement as defined in study. Careful attention was paid to instructional mission of school, all schools appeared to devote careful attention to instructional mission, to an assessment of how well it was being achieved, and to plans for improving instructional performance. Each of 11 schools studied here also appeared to make important changes in organizational processes thought to promote long-term organizational health and survival. All strategies of resource acquisition, and experienced improved patterns of communication and problem-solving as result of engaging in self-study process.

Pollock, Mary-Georgia Ann. "Incentive Conditions and the Selected WISC-R Subtest Performance of Elementary School Children." Ph.D., City University of New York, 1990.

Compared effects of 2 types of examiner comments, viz., non-contingent verbal praise and neutral, non-evaluative comments, and 3 types of modeling experiences, viz., videotaped modeling of test behavior, accompanied by onscreen narration; videotaped modeling of test behavior without narration; and no modeling, on the WISC-R Arithmetic, Picture Completion, Block Design, and Digit Soan subtest scores of 4th graders. The 96 primarily white (97%) middle class students attending urban Roman Catholic parochial schools were matched by gender and scores on the Otis-Lennon School Ability test (OLSAT), Form R, to 1 of 6 experimental treatments. Multivariate analysis of covariance (MANCOVA) applied to test scores. OLSAT School Ability Index scores served as covariate. Three hypotheses tested. H$\sb$ predicted a main effect for examiner praise that mean scaled scores of subjects verbally praised would significantly exceed those who were not praised. H$\sb$ predicted that mean scaled scores of subjects who viewed modeling videotapes would significantly exceed mean scaled scores of subjects who did not. H$\sb$ predicted mean scaled scores of subjects who viewed modeling videotape with narration would significantly exceed mean scaled scores of subjects who viewed videotape without narration. Interaction effect predicted. Data analysis did not support any of the predictions. Why? Verbal praise statements might have been poor motivators. Subjects' attributions for success, sample characteristics and duration of statements might have affected outcome measures.

Talany, Daniel Albert. "Comparison of Organizational Climate of Selected Catholic and Public Elementary Schools in the Rochester New York Area." Ed.D., The University of Rochester, 1989.

Investigated whether there were differences between Catholic and public elementary climates based on relationships between the teacher and principal, teacher and pupil, and among teachers themselves. Teachers in 35 randomly sampled Catholic and 27 public elementary schools completed the 3 Principal Dimensions (Supportive, Directive, Restrictive) of the Organizational Climate Description Questionnaire-Revised Elementary (OCDQ-RE) to assess relative openness of teacher-principal relationship, Pupil Control Ideology (PCI) to determine degree of humanistic or custodial orientations staff had of their pupil population, and Organizational Climate Index (OCI) to describe relative intimacy of teachers toward each other. Nonparametric statistics used to determine differences between Catholic and public elementary school climates on the 3 measures indicated that Catholic schools were significantly more "open" (t = .0012, *p $<$.05), significantly more "humanistic" in their orientation to pupils (t = .0010, *p $<$.05), and have staffs that were significantly more "intimate" (t = .0001, *p $<$.05), than were public climates. Of 6 selected variables, number of teachers (STAFF) found to be significantly related to

Restrictive Dimension of OCDQ-RE (t = .0123, *p $<$.05) to humanistic custodial orientation continuum results of PCI (t = .0048, *p $<$.05), and to OCI results (t = .0103, p* $<$.05). Other relationships, although not statistically significant, evidenced support for further investigation of this relationship.

Welch, Mary Leanne. "An Analysis of Desired Student Outcomes of Catholic Elementary Schools as Perceived by Principals, Teachers, Parents, and Board Members." Ed.D., Loyola University of Chicago, 1988.

Study determined and compared perceptions of principals, teachers, parents and board members with respect to role Catholic elementary school should play in seeing that students achieve 23 different student outcomes. Also sought to ascertain relationships between these perceptions and selected variables of respondents, namely, role, location, socio-economic level, home structure, and whether father or mother had any Catholic school education themselves. Subjects consisted of 43 principals, 432 teachers, 475 parents, and 173 board members from 45 Catholic elementary schools in 1 midwestern Archdiocese. Catholic Schools Outcome Survey, developed by investigator, was instrument used. Major conclusions of study were: 1) Principals, teachers, parents, and board members strongly affirm that Catholic elementary school should assist in seeing that students in Catholic elementary schools achieve all of outcomes in survey. 2) Assisting in seeing that students have healthy self-concept is 1 of Catholic elementary school's most important tasks. 3) Professionals (principals and teachers), and clientele (parents and board members), perceive importance of these outcomes similarly but professionals give higher ratings than clientele. 4) All groups perceive importance of assisting students with living their religious values as well as learning their religion. 5) Parents seeking much more than quality academic education from Catholic elementary schools. 6) Role and location of respondent and Catholic education background of mother have significant effect on many of outcomes. 7) Socio-economic level, structure of home, and father's Catholic education background are not a major factor on these outcomes. 8) Rural residents rate family/community and relationship items higher than small town or city residents and small town residents rate personal and academic items higher than rural or city residents. 9) Catholic education background of mother influences many more outcomes than does that of father.

FINANCE

Composto, Dennis Michael. "The Anchor School: A Rationale for Catholic Education in the Archdiocese of Chicago through an Historical Review of the Financial Status of Nine Parishes of the Archdiocese of Chicago Before and After Consolidation." Ph.D., Loyola University of Chicago, 1996.

Purpose of the study was to determine whether the parish finances of the Archdiocese would improve as a result of the merger or consolidation of their educational resources and expenses. Sample consisted of 2 clusters of cooperative or merged Catholic elementary schools of the Archdiocese. One cluster was established by the merger of 2 suburban schools. The other cluster was made up of a consolidation of 7 schools in the Rogers Park area of Chicago. Data acquired through budgets and end-of-year financial reports for the years 1990-91 through 1995-96. Data showed only 2 of the 7 participating parishes in Rogers Park cluster showed negative figures, and even these were down considerably in fiscal year 1995-96 from their earlier highs. Both parishes in the suburban cluster projected revenue excesses for 1995-96.

Hensley, Patricia Drake. "The Archdiocesan Elementary School System of St. Louis: An Equity Analysis of Financing with a Correlational Study of Achievement Outcomes versus Fiscal Spending." Ph.D., Saint Louis University, 1995.

Study examined fiscal equity within the Archdiocesan elementary school system of St. Louis and the relationship of student achievement to dollars spent. Sixty-seven randomly selected parochial schools comprised the population. Schools with enrollment between 100 and 650, are tuition based, located in 1 of the 13 regions in the archdiocesan elementary system. The McLoone Index and Gini Index were applied to test equity measures against total revenues for the entire archdiocesan system, for the various regions, and for the city/county/rural areas in the 1992-93 and 1994-95 fiscal years. The achievement data, through use of the Pearson correlation, determined whether any correlation existed between fiscal inputs and achievement outputs within the Archdiocese. Findings showed that equity has improved overall, with county schools in the most equitable position. Greater inequity exists from a regional standpoint. Although there was generally less reliance on local wealth for funding in 1994, the city remains most wealth dependent with the county becoming more dependent. No significant correlations existed between per-pupil expenditures and achievement outcomes. A change in correlational values, from positive to negative, although weak, could indicate a trend.

Larson, Mattie. "Public and Religious Elementary School Costs and Programs." Ph.D., Arizona State University, 1995.

Study's purpose was to examine the greater Phoenix metropolitan area's religious elementary schools that are private. After baseline data were established, analysis was made of the religious schools' ethnicity and goals as well as their programs' and services' range and costs, and these were compared with their public school counterparts. An "ingredients" approach was used to estimate total costs. Found that the ethnic population served by the 3 elementary educational sectors (public, Catholic, and non-Catholic) varied significantly among the White, Black, Hispanic, and Other populations. Also found that the goals of public elementary schools stressed educational aims, whereas the goals of religious, Catholic and non-Catholic, elementary schools emphasized religious aims. In examination of programs and services available, study found that the public schools offered significantly greater diversity of programs and services than did the religious schools. Finally, the religious schools varied significantly in per pupil expenditure, while the public school costs were found to be higher than either the Catholic or non-Catholic religious sector.

Lundy, George Francis. "School-Parish Financial Linkages and the Viability of Urban Catholic Elementary Schools." Ph.D., The University of Chicago, 1995.

Study sought to contribute to the understanding of organizations by investigating whether the survival of inner-city Catholic elementary schools was related to "tighter" coupling of the school with its sponsoring parish. Six indicators of "tight coupling" between church and school were hypothesized. A questionnaire was sent to all of the Catholic elementary school principals in the Archdiocese of Chicago. In addition, parish financial reports were reviewed for 227 parishes. Using discriminant analysis, 93% of the schools were correctly classified as having remained open on the one hand, or having been closed or consolidated on the other. When the predictor variables were correlated with the questionnaire theme scores, there were strong positive correlations between most of the predictor variables and the financial discipline theme score, and positive correlations between those predictors which pointed to school management strength on the part of principals and the 'school as a resource for parish evangelization' questionnaire theme. Findings suggested that "close coupling" in the form of financial coordina-

tion between church and school contribute to school survival and strength. They also suggest that mission-focused school leadership was associated with strong school management which strengthens the school's survival chances.

McCauley, Joanne. "The Financial Relationship of the Catholic Elementary School to Its Parish: Burden or Blessing." Ed.D., Seattle University, 1994.

Purpose was to examine the financial relationship of the Catholic elementary school to its parish. Study consisted of 2 parts: 1) gathering of 1991-92 financial data related to 102 parishes of the Seattle Archdiocese, and 2) a case study. For the first part 3 categories of parishes were examined: 1) those with a school, 2) those with a closed school, and 3) those that never had a school reporting 495 or more households. For the 2nd part, a questionnaire was sent to 2 groups in the Seattle Archdiocese: 1) parishioners chosen by stratified random sample from 6 parishes also chosen by stratified random sample; 2) priests selected by random sample from the 102 parishes studied. Twenty-four priests and 117 parishioners responded to the questionnaire (69% response rate). Questionnaire focused on 3 areas: attitudes concerning the financing of parish services and programs (including the parish school); factors influencing parishioners' contributions; and parishioners' giving patterns. Priests were asked their opinions regarding how their parishioners might respond to the same survey questions. Additionally, a focus group of educational and parish leaders was convened to solicit input regarding the study results. A comparison of the 3 parish groups based on the 1991-92 parish financial data indicated that parishes with schools showed a higher parish ordinary income after subsidy was subtracted, and a greater number of registered households. Parishes never having a school reported higher median income levels, though a lower percentage of median income contributed. Parishes with closed schools reported, for the most part, a higher average yearly donation and a higher percentage of median income donated. Results indicated that in the Seattle Archdiocese there is more income in parishes with a school than in those without one. The Catholic school is indeed a burden, but one which provides the financial incentive for contributors to reach deeper in their pockets to finance not only the school but also other parish and archdiocesan programs.

Meier, Edward Christopher. "Efficiency and Cost Effectiveness in Private and Public Schools: Micro-Financial Expenditure Analysis." Ed.D., Fordham University, 1994.

Dissertation studied 3 private, independent schools (1 Catholic and 2 nonsectarian) located in metropolitan areas and compared them to 422 public schools in widely diverse school districts. Tuition to attend the private schools in fiscal year 1991 ranged from $4,000 for the Catholic school to $10,000 for the more expensive private school. Study used the Micro-Financial Cascade Model to track actual expenditures to the classroom in both private and public schools. Allocations and expenditures were sorted into 10 functions, including "Administration," "Building and Operational Support," "Teacher Development," "Pupil Support," and "Instructional Support," at both the school site and central office. Found that sample private schools were not more efficient in their allocations than the public schools they were compared to. Private schools put between 41% and 60% of their allocated funds into the classroom, while the public school districts put as much as 54% and 63%. Also determined that the administrative costs of private schools were higher than the public schools. On average, the private schools spent 18.57%, while the public schools spent 11.55%. Differences in spending can be attributed in some part to the mission of private schools, via., maintaining small school and class size and addressing the unique talents of the individual student. The Micro-Financial Model seems to work well in both private and public schools, allowing intersectorial comparisons. General belief that market-driven schools are ipso facto more efficient was not confirmed; in fact, private schools were less efficient than the public schools they were compared to.

Plante, Mary Michaelinda. "A Study of Pastor, Principal and Laity's Knowledge of and Attitude toward Financial Sources for Parish Catholic Elementary Schools." Ed.D., Boston College, 1991.

Study focused on those parish schools across the United States where a Sister of Mercy was principal. A 33-item questionnaire utilizing a 4 point Likert scale was used to survey 144 pastors, 215 principals, and 130 lay persons. Group frequency distributions and mean scores were calculated by groups of respondents for the knowledge of and attitude toward individual items in 4 areas: Tuition, Fund Raising, Development, and Government sources. Frequency and percentiles were calculated and reported by geographic regions for the same sources. Knowledge varied among the groups, influencing their responses toward attitude and use. Significant differences were found between pastors, principals and the laity. Pastors and principals have more combined knowledge and positive attitude toward these sources than do the laity. Principals as a group reported more knowledge than both pastors and laity for most of the financial sources listed. Knowledge of the individual sources as reported by the respondent groups from individual geographic areas did not differ. However, the attitude toward the sources and their use did vary depending on geographic location, especially with regard to development sources. Respondent groups reported the least amount of knowledge with development sources, such as Collectibles, Real Estate, Life Insurance, Direct Mail, Deferred Giving, and Phon-a-thons. Perception of the importance of these sources to elementary parish schools varied among the respondents and geographic areas of the country. Results suggest a need for further study of the individual development sources appropriate for use in parish elementary schools and additional training of pastors, principals and laity in all areas of financial management. They must develop expertise in the use of development sources if they are to provide Catholic parish elementary schools with financial

security.

Theis, Kathleen Anne. "A Kaleidoscope of Meanings: Parish Funding for the Consolidated Catholic School." Ed.D., University of St. Thomas (St. Paul), 1996.

Descriptive qualitative case study used parish funding support for consolidated Catholic elementary schools in the Archdiocese of Saint Paul and Minneapolis to view today's Catholic Church. The question of parish funding for consolidated schools was key in this study, but the paradox was that its answer lay in other questions. Parish funding became a way for interviewees to talk not only about money, but its many underlying meanings. Money became a kaleidoscope of colorful stones which revealed many shapes and beautiful patterns. With money perceived to be the root problem for the continuance of Catholic schools in the archdiocese, and consolidation its method for solving those problems, the 9 pastors and 7 principals from 6 consolidations, and 7 archdiocesan officials in the semi-structured interviews moved easily from the springboard of prepared questions about parish funding for consolidated Catholic schools to church issues faced in today's American Catholic parishes. Study's stories tied the long-standing tradition of essentially free parochial education and its simplistic understanding of what it meant to be Catholic in pre-Vatican II time with that of a post-conciliar era of financially strapped parishes, questioning laity and stressed-out pastors. Talking about parish funding opened up for full view American Catholic life as it is lived in one archdiocese in 1996. Further study needed to promote dialogue across Catholic parish boundaries and hierarchical levels in order to clarify and identify how this archdiocese chooses to be church. Defining the ecclesiology shaping this archdiocese's thinking will shape the answer to the parish funding question for consolidated Catholic schools.

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GENDER

Berzon, Randy Michelle A. "Gender Bias: How Self-Esteem Has Impacted Catholic Secondary School Females." Ph.D., Saint Louis University, 1997.

Study to determine if there was a significant difference in self-esteem of females in Catholic, median socio-economic secondary schools and their coeducational counterparts. Three female, all Catholic secondary schools and 3 coeducational all Catholic secondary schools used in study. All of seniors and freshmen in the 6 schools given 2 questionnaires. First to determine similar backgrounds (Catholic grade schools and similar grade point averages). Second was Coopersmith Self-Esteem Inventory. F-test, simple analysis of variance, and multifactor analysis computed to analyze collected data. Statistical results revealed no significant difference between self-esteem of senior or freshmen of both school settings. Secondary results akin to above for seniors; freshmen not studied for sub categories.

Bessette, Jeanne M. "Women Catholic Secondary School Principals as Pastoral Leaders of School Communities: A Participatory Study." Ed.D., University of San Francisco, 1992.

Focus of this study was how women Catholic secondary school principals understand, perform and describe the choices, obstacles, self-images and issues that relate to their pastoral leadership. Study used as its conceptual framework the 4-part mission of Catholic education as named in the documents, "To Teach as Jesus Did," and "Sharing the Light of Faith: Message, Community, Service and Worship." Writings on school culture and leadership by Sergiovanni, Deal and Peterson provided an understanding of how a principal influences and forms school culture, thus bringing a school's mission to life. Six women Catholic secondary principals - 3 lay and 3 vowed religious - were purposively selected from 1 Midwest diocese. Each was engaged in 3 separate dialogue sessions which were taped, transcribed and analyzed by the researcher. The analysis was based on pre-determined themes as well as themes and images which emerged in the dialogues. Design of study influenced by work of Freire, Kieffer, Ada and Beutel. Conclusions included: 1) The 6 participants all identified themselves as the one person in their school chiefly responsible for articulating the goals of Catholic education and using them to form school culture. 2) Understanding and development of their pastoral leadership has developed over time through experience, without benefit of formal preparation of Catholic school administration. 3) Their pastoral leadership is aimed at students, co-administrators, faculty and staff, and parents. 4) The principals' self-images indicated that they see themselves as cultural, symbolic, pastoral leaders. 5) They share pastoral ministry in the school with co-administrators, teachers, campus ministers, retreat and service coordinators, students and even parents. 6) The lay women felt less like Church ministers than did the vowed religious. 7) Obstacles named included personal limitations, lack of resources, people's attitudes, and the Church's limitations on women's ministry. 8) These women function as leaders of school communities, while the Church struggles to recognize the abilities, rights and authority of women.

Braxton-Brown, Denise. "Correlates and Predictors of Drinking Behaviors among Adolescent High School Females." Ph.D., Howard University, 1989.

Purpose to determine drinking behaviors among adolescent females in Catholic schools. Conducted by studying relationships between 8 independent variables (the adolescents' perceived parental attitude, actual parental attitude, perceived peer pressure, age, race, school, residence, and income) and dependent variable (drinking level). Also tested significant differences and association between criterion measures. Tested 5 null hypotheses using one-way analysis of variance, correlated t tests, Pearson-Product Moment Correlation and a stepwise multiple regression analysis. Findings were: 1) higher the perceived peer pressure, higher the drinking level; 2) adolescents in study typically viewed their parents as being more against their use of alcohol than they actually were; 3) mothers and fathers tended to be in agreement with their attitudes toward their daughters' alcohol use; 4) perceived parental attitude most important predictor of alcohol use; 5) geographic school location 2nd most important predictor - those in suburbs drank more than those in urban area; and 6) peer pressure 3rd most important predictor of alcohol use.

Casey, Kathleen. "Teacher as Author: Life History Narratives of Contemporary Women Teachers Working for Social Change." Ph.D., The University of Wisconsin-Madison, 1988.

Study investigated relationship between ideology, occupation and political action in narratives of contemporary women teachers who are progressive activists, and describes alternative definitions of curriculum articulated by these women. Tape-recorded histories of 33 women collected in 5 American cities in 1984-85. Based upon Popular Memory Group's notions of the theory, methodology and politics of oral history, open-ended narratives employed so selectivities and silences of subjects themselves could be more easily expressed. Transcripts orga-

nized according to distinctive social groups, and in-depth analyses made of 2 cohorts with Bakhtin's theories of language providing over-arching framework. Existential discourse emerges from life histories of Catholic women religious ("nuns") who have taught in parochial schools and engaged in social justice ministry. Distinctive constructions of family and home serve as central metaphors, and ethical vocabulary of love and care is used in these narratives. Pragmatic discourse of secular Jewish women who have taught in inner-city schools, and whose political projects are connected with the Left, focuses on social relations of curriculum production. Particular versions of artisan and workshop serve as central metaphors; language of labor pervades these narratives. These women teachers are authors - they create and recreate social meaning through their educational, political, and narrative practices. The social texts which they have created should be understood in relations to their social contexts. Their understandings and interpretations stand in sharp contrast to conservative definitions of schooling presented in recent national reports, offering positive, progressive alternatives for contemporary educational projects.

Catsambis, Sophia. "Gender Dynamics in Secondary Education: The Effects of High School Type on the Educational Attainments of Women and Men." Ph.D., New York University, 1988.

Investigated institutional effects of public and private high schools on gender differences in students' high school achievements and college related experiences. Multivariate statistical techniques used to analyze 2 large, nationally representative data sets: the High School and Beyond (1980, 1982) study, and a study of elite boarding school students conducted by Cookson and Persell. Comparative analysis of public and Catholic school seniors revealed that Catholic school attendance is more beneficial to male than female students. Gender differences with regard to high school achievements are accentuated by cumulative and interactive effects of gender and Catholic school attendance. Male seniors in Catholic schools receive a stronger advantage with regard to academic curriculum enrollment than female seniors. Once enrolled in such curricula, men tend to complete more advanced math and science courses than women. Catholic school effects on a number of variables indicating students' post-secondary routes were mostly attributed to students' high school achievements. Attendance at single-sex rather than coeducational Catholic high school increases gender differences in educational achievements, most notably in number of advanced math and science courses completed, and the likelihood of enrollment in academic (rather than vocational) post-secondary program are increased among students in single-sex schools. Results are contrary to those expected by the "common school" hypothesis of Coleman et al. According to this hypothesis, social environment of Catholic high schools decreases educational inequalities by being of particular benefit to disadvantaged students. No clear evidence was found to support the existence of a compensatory social-environmental Catholic school effect. Concluded that social environment of Catholic high schools fosters traditional gender ideologies which dictate separate educational paths for women and men. Role of Catholic high schools in reproduction of educational inequalities is not uniform for all social groups; while they may promote educational equality among certain groups, they intensify gender inequalities.

Cipriani-Sklar, Rosemary. "A Quantitative and Qualitative Examination of the Influence of the Normative and Perceived School Environments of a Coeducational Public School vs. a Single-Sex Catholic School on Ninth-Grade Girls' Science Self-Concept and Anxiety in the Area of Science Education." Ed.D., St. John's University (New York), 1996.

Study used 213 ninth grade female students (103 from a single-sex school and 110 from a coeducational environment) as subjects. Students completed the SaaS (Self-Confidence Attitude-Attribute Scale), the STAI (Stait-Trait Anxiety Inventory), a Demographic Data Inventory, and a Self-Report Inventory on Parents' SES and Student achievement. In addition, a structured qualitative open-ended interview guide was used with a random sample of 24 students (12 single-sex; 12 coeducational) to determine the various ways in which the students experienced, perceived, and understood the various aspects of their normative environments. The interview guide consisted of questions related to the subjects' choice of schools, class workload, parental influence, peer pressure, science self-concept, anxiety, motivation, role models, gender images, competition, career plans, and experiences within school settings. Finally, focus groups were formed with 8 girls selected from the qualitative interviews (4 single-sex; 4 coeducational) for the purpose of triangulation. A one-way ANOVA revealed significantly positive higher math self-concept in females attending a single-sex school (p $<$.000). The one-way ANOVA also revealed a significantly positive higher science self-concept in girls attending a single-sex environment (p $<$.000). Between group analysis revealed no significant difference in general self-concept in girls attending single-sex and coeducational environments. Science state anxiety was shown to be higher in girls attending a coeducational school environment, although this finding was not significant (p =.06). Science trait anxiety was shown to be significantly higher for girls in the coeducational setting (p $<$.000). During the qualitative interview portion of this study, females from single-sex setting revealed greater confidence in science classes and less science anxiety. These girls were less likely to perceive science as "male oriented" work and were more likely to see same sex science teachers as positive role models. In general, focus group discussions confirmed the socialization factors that go into gender role imaging and the dimension that school type plays in girls' science self-concept and science anxiety.

Fawcett, Nancy Mary Leritz. "The Relationship between the Self-Esteem of Adolescent Females Who Attended Private Catholic Girls' Schools and Their Ë Perceptions of Their Relationships with Their Fa-

thers." Ph.D., Saint Louis University, 1993.

Study designed to examine the kind of relationship which existed between adolescent females' level of self-esteem and their perception of their fathers as accepting or rejecting. Also investigated their relationships with their mothers, their specific stage of adolescence, and their family structure (intact or non-intact). Study randomly selected 150 subjects from the 9th and 12th grades of 3 private Catholic girls' schools in St. Louis County. Measurements included a questionnaire about the family; Coopersmith's Self-Esteem Inventory; and the Children's Report of Parental Behavior Inventory to measure the subjects' relationships with their fathers in terms of acceptance or rejection. Results showed that there was a significant correlation between subjects' self-esteem scores and their perceived relationships with their fathers. Intent of study was to generate data to enable other researchers to further identify issues and develop testable, meaningful hypotheses regarding the father-daughter relationship. Also intent to encourage therapists to include fathers in the therapeutic process when treating their daughters.

Feige-Mueller, Joan C. "Women in Occupational Positions of Power: Their Experience of Attribution." Ph.D., University of Pennsylvania, 1988.

Two studies conducted. First, examined how male and female Philadelphia school principals made attributional judgments about a hypothetical male or female. Sex of hypothetical principal was randomly varied as hypothetical character was portrayed as successful in vignette of Elig and Frieze multidimensional coding scheme to attributionally assess success of hypothetical principal. Results indicated that of 21 attributes found in modified version of Elig and Frieze coding scheme, only attributes of ability, effort, other's help and personality were seen as each contributing to more than 5% of cause of success. Twenty-four statistical comparisons made and 3 were found to be statistically significant. All were significant at the .05 level. Comparisons indicated that: males saw other's help as more important to success of male than to the female; females saw other's help as more important to success of male than did males see its importance to success of the female; and males saw effort as playing a more significant role in female success than male success. Interviewed 25 female administrators in 2nd study. Fourteen of these principals were nun/administrators, 6 were lay female administrators in private schools, and 5 were public school administrators. Content of each interview analyzed qualitatively. Administrators' conversations suggested that: 1) there continues to be much occupational sex discrimination in schools; 2) there is much Church-related sexism in both the Catholic Church and other churches; and 3) in spite of blatant occupational sexism, subjects did not feel that their gender influenced the attributional assessments made about them. Thoroughly explored latter point in study.

Fox, Marcella Louise. "A Comparison of Female Student Leaders in Single Gender and Coeducational High Schools." Ed.D., University of San Francisco, 1993.

Comparative study focused on female student leaders to measure the effects of single gender and coeducational high schools (independent variables) on young women in leadership positions in terms of their gender role orientation, their thinking versus feeling preference, and the actual leadership tasks they have the opportunity to perform (dependent variables). Research problem investigated within conceptual frameworks of: the gender schema theory using the BSRI; the Jungian type theory with specific attention paid to the thinking and feeling functions using the MBTI; the operative high school leadership programs and their underlying leadership theories using the LFS. The study population included elected female student leaders in 6 Catholic, single gender and 8 Catholic, coeducational high schools in the greater San Francisco Bay Area. Chisquare tests and effect size indices were performed between the independent variable (type of school) and each of the following dependent variables: a) the proportion of subjects classified as 'androgynous" by the BSRI, b) the proportion of subjects classified as "thinking" type by the MBTI, and c) the proportion of leadership functions by the LFS. Study revealed there were differences. With regard to androgyny, there was a significant proportion of female student leaders at the coeducational schools that were classified as androgynous. An unexpected discovery was that a high percentage of student leaders at single gender schools reported masculine. No significant difference was discovered for reported thinking preference. The most significant difference was found in the results of the Leadership Functions Survey with leaders in coeducational schools reporting 39% of the total leadership functions and leaders from single gender schools reporting 61% of the total leadership functions. There were also differences between the high and low leadership functions. The leaders in single gender schools reported performing 67% of high leadership functions while their coeducational counterparts reported performing only 34%. When it came to low leadership functions the difference between the 2 groups was narrowed, with girls in single gender schools reporting 57% of the total and girls in coeducational schools reporting 43%.

Fuller, Kasi Caryn Allen. "With Boys or Without Them: An Exploratory Study of Mathematics Education for Girls in Single-Sex and Coeducational High Schools." Ph.D., Stanford University, 1997.

Attempted to contribute to 2 areas of literature on secondary schooling: 1) comparative studies of effects of single-sex versus coeducational schools; and 2) studies of relationship between gender and mathematics education. Project involved in-depth study of math education provided by 4 essentially equivalent Catholic high schools in same city. Primary differentiating factor between sites is their gender composition; 1 school was founded as coeducational; another is all-girls school; 3rd is former girls' school making transition to coeducation; and 4th was

all-boys' school which converted wholesale to coeducation during 1993-94 academic year. At outset of study all 4 schools were comparable in terms of size, location in same metropolitan area, religious affiliation, academic mission, and student populations they served. Data collection began by surveying all juniors and seniors in 4 schools during winter of 1994 with respect to their attitudes and experiences of math and science. Quantitative findings then complemented by qualitative data gathered through classroom observations, teacher and administrative interviews, analysis of archival documents, and student focus groups. Results indicate that while similar in mission and clientele, these secondary schools did not provide same types of math education for their students. In climate of heightened gender awareness, schools chose different paths in hopes of best meeting needs of their student bodies. Following manuscript provides a record of transitional period in history of the 4 schools from perspective of math educator and researcher.

Gilroy, Marcia K. "Single-Sex Schooling and Its Effect on Achievement, Attitudes and Behaviors." Ph.D., The University of Michigan, 1990.

Study investigated population of students in non-Catholic independent single-sex schools. Effects of single-sex versus coeducational schooling on this population have never been measured. Influences of single-sex and coeducational school organization on academic, attitudinal, and social development outcomes are analyzed. Overall research model is survey-based comparative field study of students in 6 independent secondary schools. Data collected from senior class of each school (n = 457), using questionnaires, observations and staff interviews. Four subgroups: 1) girls in single-sex schools, 2) girls in coeducational schools, 3) boys in single-sex schools, and 4) boys in coeducational schools compared in analysis of covariance design. Adjustments made for student background, ability, and school selectivity. Results favored single-sex education for both boys and girls. Students in single-sex schools reported: school was a happy place, students worked hard, and teachers were more supportive than were teachers in coeducational schools. Girls in single-sex schools took calculus and assumed leadership roles more frequently than did girls in coeducational schools. Results of study are complex in that, in part, they support single-sex education as viable alternative to coeducation, especially for women who may be at a disadvantage in coeducational setting. Yet gains that might be expected for women in area of professional goals and academic ambitions beyond high school were endorsed at levels that were much lower than levels of their male counterparts in both single-sex and coeducational student groups.

Ignacio, Matilda. "Lay Women as Principals of Catholic Coeducational Secondary Schools." Ed.D., University of San Francisco, 1995.

In 1975 there were no lay women identified as principals of Catholic coeducational secondary schools. There were 56 lay women identified as principals in 1994. Data analyses utilized quantitative and qualitative methodologies. Study also investigated differences in the perceptions between school board presidents and superintendents with regard to the hiring of lay women as principals for Catholic coeducational secondary schools using survey methodology. Participatory methodology employed to describe selected lay women who currently serve as principals of coeducational arch/diocesan secondary schools. Opportunity to reflect on their own leadership as women in these schools provided each of the 4 women principals a forum for disclosing the essence of their roles. Despite obstacles and frustrations they have experienced, they gave evidence of strength, confidence, and self-knowledge necessary to being effective women leaders in these schools. Information gathered from the responses of 73 school board presidents of private Catholic coeducational secondary schools and from 115 school superintendents for dioceses with at least 1 coeducational secondary school. Superintendents were more positive than board presidents in their acceptance of women as principals.

Min, Moo-Suk. "Relative Effects of Coeducation and Single-Sex Schools on Students' Schooling, Affection, and Career Choice: Exploring Conventional and Feminist Perspectives." Ph.D., University of Illinois at Urbana-Champaign, 1991.

Purpose was to investigate whether two different secondary school types identified above yield different schooling processes and outcomes; 4 major questions were asked: Do the single-sex secondary schools 1) affect students' schooling experiences? 2) directly or indirectly affect students' affective development? 3) directly or indirectly affect students' sense of their future? 4) directly or indirectly affect students' attainment of early occupation? High School and Beyond data set (sophomore file) used for study. Samples for analysis confined to Catholic private schools because single-sex schools are rare in American public schools. Study used path analysis via multiple regression technique to examine the short- and long- term effects of school types. Major findings were: 1) Single-sex schools significantly influenced the schooling experiences of students, regardless of race, during their secondary school period. 2) Single-sex schools appeared to affect indirectly students' affective development through schooling experiences; other background factors were more influential. 3) Single-sex schools had direct effect on students in the selection of major in college; positive for girls, negative for boys. No direct effect for either gender in terms of occupational aspiration. 4) Several intervening variables mediated the effect of school type on occupational aspiration and attainment of girls. Discussions, with theoretical and practical implications being suggested, were given in relation to the feminist perspective on the effects of single-sex schools.

Poplin Gosetti, Penny. "Gender Privilege: A Case Study of an All-Male Catholic High School Transitioning to Coeducation." Ph.D., University of Oregon, 1995.

Purpose of study was to identify and examine the embedded symbols and manifestations of gender privilege that emerged from the conversations about coeducation occurring at an all-male Catholic high school transitioning to coeducation. Study used qualitative research methodology that employed design components taken from naturalistic inquiry, grounded theory, emancipatory research, case study format, and the study of non-decisions; two sets of face-to-face, semi-structured interviews were conducted with a purposefully sampled population of 12 faculty members and administrators. Two-step interview process included a member checking process that allowed the research participants to respond to initial data, categories, descriptions, interpretations, and conclusions. Analysis of the transcribed interviews was based on an inductive process of examination that involved unitizing, categorizing, and refining the data in order to discover its themes, concepts, and patterns. Categories emerged from the data that represented ways of thinking about and understanding privilege that were related not only to the participants' organizational location with regard to center and margin, but also to their ideologies, beliefs, and length of time working in the organization. The data suggest that although inclusion within a positional category is not limited by gender, the privilege of embracing both central and marginalized viewpoints without negatively affecting one's organizational position is gender specific. The results of this study indicate that the privileged positions provided by power relationships and embedded exclusionary practices may prevent the achievement of gender equality.

Ricardo, Izabel Batuli. "Interpersonal Problem-Solving Abilities of Rejected Boys and Their Mothers." Ph.D., The Catholic University of America, 1991.

This study explored the relationships of social cognitive skills in rejected boys and their mothers in an attempt to identify the process through which cognitive skills related to aggressive behaviors may be developed and maintained. A between-groups design was employed. Sociometric measures were used to identify 18 rejected and 19 popular 4th, 5th and 6th grade boys from Catholic schools in Baltimore. Along with their primary female caretakers, subjects were interviewed on a number of problem-solving measures which required them to generate alternative solutions to problem situations in hypothetical peer and mother-child contexts presented through vignettes. An observation of problem-solving between mother and son was also evaluated in an attempt to establish ecological validity for the hypothetical situations. Indices of family functioning, maternal insularity, psychological and behavioral adjustment were also assessed. The role of verbal comprehension in child problem-solving was also examined. Verbal comprehension appears to play a mediating role in aggression in hypothetical mother-child situations. Mothers of rejected boys are comparable to mothers of popular boys in average number of aggressive solutions generated to peer situations, but significantly different in the mother-child context, where mothers of rejected boys produce more aggressive solutions. Data support the transactional model of aggression employed in this study by suggesting that the generation of aggressive solutions to conflict in mother-child situations may be reinforced between rejected boys and their mothers despite maternal abilities for more prosocial problem-solving in peer situations. Maternal insularity was found to be significantly correlated with child aggression in mother-child contexts. Social factors potentially affecting parenting abilities, implications for treatment, and directions for future research are explored.

Sexton, Colleen Marie. "Gender Differences in Attitudes toward Science: A Multiple Regression Analysis Creating a Profile of the Female Most Likely to Participate in Science." Ph.D., Ohio University, 1991.

Study created a profile of the female most likely to pursue a career in a science field. Examined factors which may influence females to change their attitudes toward science once they reach high school, where they begin to make career choices. Subjects were 427 high school juniors from a female, male, and coeducational Catholic high school, all 3 of which were located near a large Midwest city. Subjects completed a survey assessing the independent variables: school type, grade point average, and expressed interest in a science career. The Children's Nowicki-Strickland Internal/External Locus of Control Scale and the BEM Sex-Role Inventory were used to determine the independent variables, locus of control and gender identity. School environment was determined through ethnographic techniques. The dependent variable, attitude toward science, was determined through a semantic-differential scale. A multiple regression analysis was completed to determine if the independent variables were adequate predictors of attitude toward science. Multiple regression analysis determined that the independent variables accounted for 30% of the variation of the dependent variable. Ethnographic assessment revealed the importance school environment plays in attitude toward science. A profile of a female most likely to pursue a career in science was created. This female has an internal locus of control and an androgynous gender identity. She has a high grade point average which correlates highly with her positive attitude toward science. Most importantly, this female comes from a school environment which nourishes an internal locus of control; emphasizes individuality rather than gender; challenges the female to challenge herself; allows the female to take responsibility for her learning; and is not elitist not hierarchical.

Steinbrecher, Michael James. "A Comparison between Female Graduates of Single-Sex and Coeducational Catholic High Schools and the Attainment of Career Leadership Positions." Ed.D., University of San Francisco, 1991.

Purpose of study was to explore whether female graduates from Catholic single-sex high schools were more likely to attain career leadership positions than female graduates of Catholic coeducational high schools. Five single-sex and 2 coeducational high schools, all located in northern California, were involved. With approval of the Principal, Alumni/ae and/or Development Offices were asked to supply names and addresses of members of the graduating classes of 1965, 1966, and 1967. All were sent a research questionnaire, which asked them for demographic information. A total of 908 questionnaires were sent out and 478 (53%) were returned. 248 (52%) of the single-sex subjects and 200 (42%) of the coeducational alumnae returned questionnaires. Strongest predictor of leadership was the level of education, whether single-sex or coeducational. Those respondents with the highest levels of education had the highest leadership scores. The difference was significant at p $< $.05. The regression of several predictor variables did not result in a significant percentage of leadership score variance explained. Only 3% of the variance in leadership was related to the type of high school attended. The major implication from the findings of this study was that there is no significant difference between type of high school attended and attainment of career leadership position.

Winslow, Mary Ann. "Where the Boys Are: The Educational Aspirations and Future Expectations of Working Class Girls in an All-Female High School." Ph.D., The University of Arizona, 1995.

Purpose was to ascertain the educational aspirations and future expectations of working class youth in an all-female Catholic high school. Ethnographic methods of primarily interviews and participant observation were used to discover the plans and the decision processes of approximately 21% of the senior class. Sixty girls, and 20 teachers and administrators, were interviewed 4 weeks before graduation. Almost 100% of the sample (59) planned to attend college the following fall. Only one planned to attend a most selective institution, though several met the admission requirements to do so; most selected competitive institutions. One-fourth of the sample planned to attend community colleges. The institution helped to facilitate the process of college entrance. However, many of the girls' decisions were determined before high school, and most were influenced by family members, most of whom had never attended or finished college. It was observed and reported by the girls that the all-female environment enhanced their educational experiences.

HISTORY

Alvarez, Patricia Moser. "Weaving a Cloak of Discipline: Hawai'i Catholic Schools, 1840-1941." Ph.D., University of Hawaii, 1994.

The Sandwich Island Mission of the Catholic Church, beginning in 1840, operated a system of schools to convey the Church's religious message. In the early years, French missionaries taught Hawaiian youth a modified form of monastic discipline that made important concessions to the indigenous culture to gain acceptance. The missionaries competed with American Protestants, who taught an external form of discipline, for adherents. Initially, the Catholic influence was limited by Protestants; in a little more than 50 years after Catholic schooling began, Americans transformed the Hawaiian-ruled kingdom of Hawaii into an American-controlled republic, and won annexation to the United States as a territory. Priests of the Congregation of the Sacred Hearts of Jesus and Mary, who ran the Catholic schools, benefited in the early years from the assistance of both the French and Hawaiian. They accepted direction from Rome and financial assistance from lay people abroad. They taught their schools in the Hawaiian language initially, but changed to English under the influence of Americanization. Sisters of the order established private schools for girls. Beginning in the late 19th century, a succession of Catholic religious congregations in the United States responded to the mission's requests for teachers to staff the schools. They brought with them a modernized form of culture and discipline that transformed aspects of Catholic education but not its underlying message. The school uniform introduced at this time symbolized the congregations' acceptance of state regulation as well as stricter church discipline. However, the mission status of the Church and the continued influx of immigrants into Hawaii kept the religious message conveyed in the school from becoming as narrow as that in its American counterparts.

Baumgarten, Nikola. "Immigrants as Democrats: Education in St. Louis before the Civil War." Ph.D., Harvard University, 1993.

Ten years before St. Louis opened its first public schools in 1838, the Catholic teaching orders of the Society of the Sacred Heart and the Society of Jesus offered free education and brought together Catholics, Protestants and the various language groups of St. Louis in their schools. The high academic quality, multilingual curricula, religious tolerance, and emphasis on morality of these early experiments in inclusive education attracted a culturally diverse clientele. Moreover, the Sacred Heart order imbued its female students with an appreciation for their future roles as Republican wives and mothers, while the Society of Jesus propagated American political ideals in its St. Louis University and joined the city annually in its public celebrations of national holidays.

Blatnica, Dorothy Ann. "'In Those Days': African-Americans in Cleveland, 1922-1961." Ph.D., Case Western Reserve University, 1992.

Historical study of African American Catholics in Cleveland, beginning with the establishment of Our Lady of the Blessed Sacrament Parish in 1922, the first African American parish in the Diocese of Cleveland, and its subsequent merger with the Bohemian national parish of St. Adalbert. A second African American parish, St. Edward, was established in 1943 and is also central to the research. Fourteen other parishes serve as reference points for the expansion of African American communities in the city of Cleveland. Source material relies heavily on the oral histories of 45 African American Catholics as well as previously unexamined archival and newspaper sources. Brief written interviews are used to supplement the oral accounts as are 15 interviews with clergy and religious personnel who served in the above parishes. The impact of parish schools, the number of African American conversions to Catholicism, and the lack of religious vocations constitute 3 significant dimensions though which the African American experience is interpreted. Although institutional considerations capture some aspects of African American Catholic life, the depth of that reality is best understood through the lived experiences of the people themselves as they are interpreted in their own words. Study concludes that Cleveland African American Catholics created vibrant and lasting parish communities in the face of strong social forces and racial attitudes. They both claimed and shaped their own racial and religious identity in accord with their religious convictions, and negotiated the difficult task of being a double minority in their racial and religious spheres.

Carroll, James T. "Americanization or Indoctrination: Catholic Indian Boarding Schools, 1874-1926." Ph.D., University of Notre Dame, 1997.

Examined roles of 4 Catholic Indian boarding schools, viz., Fort Totten Industrial School (Devils Lake Reservation), Fort Yates Indian Industrial School (Standing Rock Reservation), Saint Francis Mission (Rosebud Reservation), and Holy Rosary Mission (Pine Ridge Reservation), from inauguration of peace policy in 1870 to start of Meriam investigation in 1926. Particular emphasis on unique role Catholic boarding schools played in

program of Indian assimilation. Institutionally, Fort Totten and Fort Yates under the jurisdiction of Bureau of Indian Affairs and Saint Francis and Holy Rosary were contract schools under auspices of Bureau of Catholic Indian Missions. Schools staffed by religious women - the Grey Nuns of Montreal, Benedictine Sisters of Pontifical Jurisdiction, and Sisters of Saint Francis - who were recent immigrants to U. S. This immigrant background significantly influenced program of assimilation implemented at 4 schools. Sisters struggled to create a cultural "middle ground" that fulfilled mandates of federal government but still allowed some integration of Sioux culture. Indians favored these schools over other governmental and Protestant alternatives. Overall success of schools predicated on prudent leadership and willingness to search for creative responses to cultural challenges that emerged during this 50 year period. Indian student and religious sister struggled to create "middle ground" between European and Sioux cultures; were important part of frontier Catholicism; and through process of selective accommodation students created a bicultural environment that was tacitly acknowledged by religious staff.

Dauphine, James Godfrey. "Religion, Education, and Louisiana's Cultural Boundary, 1880-1940." Ph.D. The University of Mississippi, 1989.

Cultural and religious differences between North and South Louisiana persisted, particularly between rural populations in the opposing sections into the 20th century. Urban/rural, black/white, and planter/poor white tensions continued to be part of cultural and ethnic differences that religious affiliations helped to perpetuate as industrialization and urbanization occurred. Religion largely responsible for accommodating adherents to rapid pace of national and regional economic development in 20th century. Religious education became means by which denominational leaders pursued a dual purpose: to adapt cultural and religious values to new secular social values, while preserving distinct cultural identities and racial mores so as not to alienate individuals in the congregations. After 1898 state began to promote public education as best means toward economic advancement. All of religious denominations accepted state's leading role, but promoted their own educational programs as supplements to public education in different ways. White Protestants joined a Sunday School movement that became intra- and inter-denominational in scope. Catholics expanded their parochial school system, but adopted public school curricula and standards. Black Protestants recognized inequalities in racially segregated public schools and built denominational schools to fill educational voids. Catholicism lost influence in South Louisiana black community following the Civil War, but increased influence among blacks through black Catholic schools after 1915. Guiding rural populations of state through processes of economic change, growing nationalism, and intrusion of new secular social values became religion's largest challenge. By World War II, religious educational programs were established and successful in accommodating older values to new without disturbing separate, ascriptive social identities in North and South Louisiana. Distinctive cultures persisted despite rapid social and cultural change.

Densley, Anthony Raymond. "The Evolution of the Philosophy of Catholic Schools: An Analysis of Recent Church Documents, 1929-1990." Ph.D., Fordham University, 1990.

Robert Bellah's theory of evolution used as framework to examine changes in Church documents over the 60 year period. Examination of 5 major themes from documents gives support to evolutionary hypothesis. Themes are authority, purpose, experience, moral education and attitude to the world. Church authority has more clearly recognized principle of subsidiarity and acknowledged authority of educational expertise. Purpose of education now seen more immediately as concerned with this world, while still acknowledging importance of supernatural goals. Documents are now more sensitive to value of student's experience. Documents illustrate tensions in area of moral education, particularly in area of sexuality. Documents support and encourage Catholic school to develop attitudes of dialogue and solidarity with world outside Church and Catholic school. Documents apply to Catholic schools the evolution in self-understanding that Church has experienced in last 60 years. Endeavor to apply insights of advances in theology and education to Catholic school philosophy. Documents are at times ambiguous and show result of compromises made in their writing. Are indications of a definite movement into the modern world by the Church in its advice to its schools, and indications that this transition has not ended.

Ebeling, Eric Robert. "Education and Religious Toleration in Seventeenth-Century Maryland." Ph.D., University of Maryland College Park, 1991.

Thesis of this study was that religious toleration prevented the government from founding schools in the colony because governmentsponsored schooling was fundamentally incompatible with religious toleration in Maryland from 1634 to 1689. From a scrutiny of 17th century documents the study determined that the scope of government action was severely limited concerning religious affairs. For instance, the government assigned the responsibility ^ of providing instruction to orphans to guardians and masters in family and apprenticeship situations. Private educational arrangements were largely insufficient; consequently, there was impetus for government-sponsored schooling in the colony. It was impossible, though, for the government to establish an educational institution capable of accommodating the diverse sectarian interests represented in the population, and remain neutral. Conclusions of the study raise questions about R. Freeman Butts' argument which implies that government-sponsored schooling is compatible with religious toleration and Bernard Bailyn's thesis which denies that public education in the 19th century grew from 17th century seeds. Study also raises doubts about the validity and possibility of public education in a pluralistic society.

Fornero, George Vincent. "The Expansion and Decline of Enrollment and Facilities of Secondary Schools in the Archdiocese of Chicago, 1955-1980: A Historical Study." Ed.D., Loyola University of Chicago, 1990.

Considered 53 schools which either opened or closed during period. Enrollment and facilities had expanded rapidly in mid to late 1950s and early 60s. 22 new schools constructed between 1955 and 1967, with peak in 1966. Factors causing decline in post-1966 period included declining birth rate, shifting neighborhood demographics, precipitous drop in number of religious faculty, economic problems created by rising costs due to inflation and higher cost of lay teachers and attitudes toward the institutional church and Catholic education. By 1980, 33 schools closed or merged. Investigated reasons to open, close, or merge schools. Individual case studies provided much information about, and identification of, factors which led to dramatic fluctuation in enrollment and facilities over 25 year period. Statistics alone do not reflect impact of decision to open or close a school or the lives of the people directly involved. Decisions affected tens of thousands of young people, their families, and educators. Review of content of documents relating to those decisions shows that deep feelings were involved, and decisions were most difficult even when obvious from pragmatic point of view. Study reveals great effort by many to provide a quality Catholic secondary education.

Gamm, Gerald Herbert. "Neighborhood Roots: Exodus and Stability in Boston, 1870-1990." Ph.D., Harvard University, 1994.

No existing explanation can account for the differential patterns of stability and instability that have characterized urban neighborhoods. Study contends that neighborhoods cannot be analyzed apart from their local institutions. Studies churches and synagogues, parish schools and Hebrew schools, community halls - basic institutions of daily life. Contends that typical institutions of Jewish and Catholic neighborhoods have been radically different, and that those differences, rooted in age-old rules, have frustrated Jewish efforts and buttressed Catholic efforts to maintain neighborhood stability. Identifies rules that define the American synagogue and the Catholic territorial parish, rules that fall into 3 broad classes, rules related to: rootedness; defining membership and jurisdiction; and governing authority. Institutional decisions and actions are ultimately constrained by these rules and institutional behavior affects neighborhood stability. In part, the power of these institutions has been due to different membership rules. barriers to residential exit were lower for Jews than for Catholics. The greater power of these institutions has lain in their different capacities to commit credibly to a permanent neighborhood presence. The Catholic territorial parish can make a credible commitment to its neighborhood; a comparable Jewish institution cannot. The disintegration and relocation of Jewish institutions contributed to the flight of Jewish residents; the persistence of Catholic institutions helped anchor Catholic residents. Conducted 90 interviews and examined tens of thousand of documents, including block and tract data from the federal census; street directories and phone books; insurance atlases; settlement-house and neighborhood studies; newspapers; and records from churches, synagogues, schools, and other community organizations.

Goeppinger, Kathleen Ann Holmes. "The Development of Elementary School Teacher Compensation in the Archdiocese of Chicago, 1965-1988." Ph.D., Loyola University of Chicago, 1990.

Traced development of Archdiocesan compensation policy from 1965 to 1988. Analyses of financial and policy issues provided to place elementary teacher compensation within the broader context of the Roman Catholic Church. Details demographic changes in Chicago that impacted archdiocesan schools, their teachers and students. Analyzed teacher compensation by year, providing reader with detailed accounts of policy changes within parochial schools in Chicago. 1988 survey of teachers, pastors, principals and school board members provides insight into their opinions on compensation issues. Summary indicates need for strategic compensation planning and includes alternative models for future elementary teacher compensation in the Archdiocese.

Griswold, Alexandra F. "An Open Bible and Burning Churches: Authority, Truth, and Folk Belief in Protestant-Catholic Conflict, Philadelphia, 1844." Ph.D., University of Pennsylvania, 1997.

Parade and 2 riots against Irish-Catholics held in Philadelphia in May and June of 1844. Leaders claimed they were about use of Bible in public schools; no one has sufficiently explained how Christians could come to be killing Christians in streets of city over this topic. Using theories from folk belief and folk religion studies, model of Christianity-based folk religions shows fundamental differences between Catholics and Protestants in assumptions about nature and source of authoritative knowledge. Four central epistemological sources of knowledge have been tradition, reason, experience, and scripture. Tracing these 4 sources, and related issues of metaphysics and institutionalization in British and American history shows how they became linked to issues of ethnicity, nationalism, and democracy. Examination of explosion of popular religion and religious movements in early 19th century in Pennsylvania shows how resulting concerns could be harnessed by those who would have America be a Protestant nation.

Gray, Sharon Lee. "A History of the National Catholic Music Educators' Association, 1942-1976." D.M.E., University of Cincinnati, 1988.

Study considered in detail one movement in Church's existence, the National Catholic Music Educators'

Association (NCMEA), 1942-1976. Merits careful study for 3 reasons: 1) organization developed from ancient but ever-evolving musical tradition, thus linking old and new; 2) NCMEA enjoyed its greatest importance during 1950s and 1960s, years when Catholic schools had largest populations; and 3) NCMEA effected in its members an awareness of needs and responsibilities of professional music educator. Ultimately, NCMEA led its members into more broadly-based organizations, such as Music Educators National Conference, and more specialized groups, such as National Pastoral Musicians' Association. These developments promoted both a more scientifically-based curriculum and more liturgically appropriate practice, which likely would not have r occurred without the stimuli provided by the NCMEA. Thus, the relatively brief history of this significant organization deserves to be better known.

Grummer, James Edward. "The Parish Life of German-Speaking Roman Catholics in Milwaukee, Wisconsin, 1840-1920." Ph.D., University of Notre Dame, 1989.

Studied changes in parish life of German-speaking Roman Catholic immigrants in Milwaukee between 1840 and 1920. Uses contemporary newspaper accounts, parish histories, archival materials, and parish records, as well as secondary sources. Parish societies and schools that began as simple, local organizations became increasingly complex and specialized institutions that were integrated into larger system of diocesan and national institutions. People discarded most of customs brought from Europe and became increasingly homogeneous American Catholics. Perceived threats from American nativists and German free thinkers prompted many to shun contact with people too different from themselves and to develop special, Catholic institutions such as the parochial schools. Leadership of parish becomes more professional (limited to people with special training), centralized (directed by authorities), and "bureaucratized" (subject to standard procedures). Increasingly limited to priests and religious women. By 1920 lay members of parish who had provided much of original impetus in founding German-language parishes principally carried out the directives of priests and religious women. Finally, pious practices that had been public and communal became private and individual.

Joerres, Mark Thomas. "Administrative History of Cultural and Professional Changes in Elementary Schools of the Archdiocese of Milwaukee, 1955-1980." Ed.D., Marquette University, 1994.

Study focused on several interactive variables: the sudden expansion and later rapid decline of Catholic elementary school enrollment; the transition from a predominantly religious to a lay staff; and the modifications experienced by both the teaching staffs and the students throughout the archdiocesan elementary schools. Changes responded in many ways to increased local, state and national moves supporting pedagogical trends, societal demands, pastoral documents, legal mandates, and changing lifestyles. In 1955 there were 76,294 students enrolled in the archdiocesan schools of Milwaukee. The figure peaked at 100,733 in 1963. By 1980, there were 43,970 students enrolled. In 1955, there were 1,474 religious and 289 lay teachers in these schools; by 1980 there were 1,891 lay and 553 religious teaching. Pedagogical processes, professional credibility, fiscal accountability, and social justice issues were continually addressed, challenged, and enhanced. Circumstances which affected the schools during this time included: turmoil in the Church over the place of parochial schools in its mission; disputes which arose over the implementation of the decrees of Vatican II; and the declining number of religious and the increasing number of lay teachers led to increased financial pressure on the schools. The schools attempted to cope on a piecemeal, ad hoc basis; the independent nature of many parishes precluded large-scale consolidation efforts forcing many to close.

Kearns, Geraldine Augustyn. "St. Mary's Training School (1882-1930): The Function of Education in Society as Reflected in a Catholic Institution." Ph.D., Loyola University of Chicago, 1988.

Demand of industry for workers with specific skills led schools to focus on programs which would develop those competencies which made efficient employees. New education was a balance of traditional academics of the common school with manual training. Latter provided children of working class with a knowledge to participate in an American culture that was homogeneous in beliefs and values. To Catholics of Chicago education in public schools was uneven balance of physical and mental at exclusion of spiritual. Purpose of St. Mary's Training School in Feehanville (Des Plaines, Illinois) was twofold: 1) provide the child with industrial training which was to be a preparation for life's work; and 2) was efficient means of reshaping dependent child into worthwhile citizen. This method of educating youth to be industrious and curious was accomplished through practice, imitation of and association with the Christian Brothers at the school. Moral development encompassed more than just an inculcation of societal values and beliefs, Protestant in orientation. Entailed teaching of morals, values, customs, and religion of the Catholic Church at the school. Belief was that a good Catholic was a good citizen.

Kennedy, Patrick Daniel. "'A Sturdy Native Plant': The American Catholic Education System, The American Catholic Philosophy of Education, and American Catholic Identity, 1919-1972." Ph.D., University of Illinois at Urbana-Champaign, 1994.

American Catholics founded hospitals, newspapers, devotional societies, charitable and fraternal organizations to shelter themselves from Protestant hostility and to preserve their beliefs. They also built an extensive educational system to meet those needs, one that instructed millions of Catholic youth in both secular and religious

subjects. While the American Catholic school accepted most of the structures of public schools and American society, the Catholic faith remained its defining direction. The Catholic school, by teaching about American institutions, by adopting American pedagogical practices and organizational structure, and by accepting the state's role in education, taught millions of Catholic children about American society from a Catholic perspective. This dissertation studied the evolution of the American Catholic philosophy of education as manifested in the Catholic educational bureaucracy, the curriculum of the elementary and secondary schools, and teacher training in the period from 1919-1972. By considering the ethnic composition of the American Church, the effects of industrialization, and the pressures exerted by the dominant culture, this study revealed the unique Catholic conception of pluralism and identity within American culture.

Kite, Jodella Dorothea. "A Social History of the Anglo-American Colonies in Mexican Texas, 1821-1835." Ph.D., Texas Tech University, 1990.

Study focused on Austin and De Witt colonies and the eastern settlements of Nacogdoches. Settlers came for a variety of reasons to these areas, often to escape disagreeable situations in their native lands or to take advantage of liberal land grants. By 1835 approximately 330,000 people lived in the Anglo settlements. Architecture, furnishings, food, and clothing reflected cultural traditions modified by environmental factors. Nuclear families comprised majority of colonial households. Family size could increase through presence of relatives, visitors, and slaves. Settlers entertained selves through work-related activities, domestic arts, community celebrations, music, dance, drinking, and gambling. Opportunities for education existed in form of field schools or academies. Sporadic publication of colonial newspapers enriched lives of literate settlers. Lack of Catholic priests hampered extensive inroads by the state church among the colonists. Ineffective judicial system combined with southern background of many of settlers increased potential for a community response to individual criminal behavior and violence. Study based on primary source material documenting early Texas society which includes census and immigration records, travelers' accounts, contemporary newspapers, diaries, reminiscences, and correspondence. Material culture, such as furniture, houses, and textiles reveals important aspects of society not recorded in traditional sources. Quantification of selected Mexican census materials offers suggestions about origins, population figures, sizes of households, gender ratios, and marital status in order to compare eastern and western settlements for years 1826 and 1835.

Kulas, John Stanley. "'Der Wanderer' of St. Paul, the First Decade, 1867-1877: A Mirror of the German-Catholic Immigrant Experience in Minnesota." Ph.D., University of Minnesota, 1988.

"Der Wanderer," early German-language newspaper provided unique documentation of German Catholic ethnic formation in Minnesota. An enterprise of lay editors and publishers, owned by a local stock association, held an especially close relationship to community it served. Need for rapidly growing German Catholic community in central Minnesota for weekly newspaper with particular objectives of supporting Roman Catholic faith and German ethnic consciousness. Through its coverage of church events and by numerous articles on doctrine and spiritual topics it furthered Catholic life on the frontier. In fostering German language, schools, organizations, news, music, literature, and culture "Der Wanderer" showed its commitment to maintenance of German ethnic identity. Displayed simultaneously a seemingly contradictory openness to integration into prevailing American society. Its commitment to political reporting and action on both national and local level, its support for introduction of German instruction in public schools and for bilingual instruction in the German schools, its adoption of the ways of the American press all manifested an Americanizing tendency. Ethnic newspaper functioned in both spheres with varying degrees of awareness and manifested, as result, some unresolved tensions between competing goals of cultural preservation and assimilation. This was process taking place within community itself. In end a visible German ethnic community disappeared. Newspaper seemed thereby to have failed in a principal objective. More accurately, it had guided its readers to an inevitable assimilation.

Leahy, John Austin. "The Insurmountable Wall: A Study of the Attempts to Secure State Aid for Private School Tuition in Ohio in the 1930s." Ph.D., Case Western Reserve University, 1988.

Nationally recognized educator, John Hagan, priest and superintendent of Catholic schools in Cleveland, led fight for state aid to depression-ridden private schools in Ohio. Persistent recurrence of nativism and antiCatholicism of Ku Klux Klan, contentment of most Protestant leaders with existing system of public schools, and disagreements among Catholic leaders over procedures necessary to secure state aid major problems to overcome. Epic struggle failed because its leaders underestimated deep-seated belief in principle of separation of church and state; they failed to bring urban and rural constituencies into agreement on benefits of state aid to private schools; and they failed to coordinate efforts of all groups in favor of necessary legislation. State aid to private schools in Ohio should have succeeded because of number of Catholics in state, legislators who gave vocal support for it, and majority of news media who were in favor of it.

Leavy, Mary Jerome. "The Catholic Incarnation of America's One Best System: The Relationship of the Catholic and Public School Systems in the United States." Ph.D., University of South Florida, 1989.

Parochial schools and public schools established and organized as result of common school movement.

Each began with faith that education provided in the family would promote and preserve common and individual good. Both Church and state participated actively in process which created and secularized public schools and necessitated 2 separate school systems, which developed similar goals for individuals and institutions, and similar ideals for curriculum and instruction. Catholic bishops called public schools defective yet parish schools were deliberately made to imitate them. Council of Baltimore in 1884 decreed a parochial school system based on public school model, so that parochial schools could in no way be inferior to public schools, and to satisfy Catholic parents who demanded that their children receive an appropriate American education. Alternative education meant an alternative to the moral education component of public education, not alternative schools. This conception of parochial school system has significance for the Catholic Church, and for those who seek to reform American public education in both its state and Catholic versions. Political tensions within society and Church at time of Council of Baltimore made it necessary and opportune for parochial schools to be interpreted by parents and supporters as alternative schools. Late 20th century evaluations of effectiveness of American education provide opportunity and necessity to reconsider this interpretation.

Lindskog, Mary Anne. "'Not One Whit Inferior': Theory and Practice of Catholic Teacher Education in Homestead, Pennsylvania, 1884-1920." Ph.D., The Pennsylvania State University, 1995.

The practice of teacher education was investigated through both oral history and archival records of religious women who taught in Homestead, Pennsylvania, 1888-1920, particularly in the multi-ethnic St. Mary Magdalen School and in the Slovak St. Michael School. Before standardized normal schooling began in 1921, such practice embodied the aim, curriculum, organization, and method of teacher education. The literature of teacher education is surveyed through 3 national periodicals that began around the turn of the century. One was "practical" help for teachers in the classroom, and the other 2 attempted to organize and systematize the national Catholic parochial school system begun by the American bishops' decree in the Third Plenary Council of Baltimore in 1884. Together, these 3 produce a view of professional teacher education from literature. Finally, the aim, curriculum, organization, and method of practice and the literature are compared to determine foundational elements of Catholic teacher education. In sum, the study analyzed social, cultural, and ecclesiastical influences on teacher education a century ago, to help encourage appropriate education policy today.

McCarron, Dennis Michael. "Catholic Schools in Florida, 1866-1992." Ph.D., The Florida State University, 1993.

Study examined involvement of religious orders, tracked development of curricula, and identified educational policies adopted by the Catholic schools from 1866-1992 in Florida. Episcopal administrations of the dioceses in Florida provided for natural breaks in the eras studied and bishops are viewed from their individual strengths and how each helped to further the growth of Catholic education in the state. Certain critical incidents illuminated the connection between educational policies and Catholic school philosophy. The Catholic school experience for Blacks, the impact of Florida's anti-Catholic period, the development of a statewide accreditation program, and the advent of federal school aid for Catholic school students are each examined. A summary of all known schools of the period is provided and enrollment tracked. Maps depicting diocesan boundaries, the line of succession for diocesan Catholic school superintendents and statements made by the Florida Bishops dealing with Catholic school education are included. Photographs of women in the major religious orders involved in Catholic schools are shown. Catholic schools in this study include elementary schools, and diocesan and religious order high schools; colleges, universities, and early childhood centers are not included.

McCarthy, Margaret Cain. "The Normal School for the Diocese of Buffalo at Canisius College: A Study of the Educational Program and the Women Religious Who Attended 1925-1952." Ph.D., State University of New York at Buffalo, 1995.

This school was established to meet the need for professional education for women religious who served as teachers in the expanding Catholic school system. This study investigated and recorded the academic program and educational accomplishments of the women religious who attended Canisius College prior to 1953. Majority of information came from primary sources, including academic catalogs, diocesan records, minutes of provincial council meetings, journal records of religious orders, and personal interviews. Major questions addressed were: 1) What were the social, political, and economic factors that influenced the formation of the Normal School for the Diocese in Buffalo? 2) Who enrolled in the Normal School for the Diocese of Buffalo at Canisius and how did this education serve them? 3) What was the curriculum at the Normal School for the Diocese of Buffalo? 4) What other opportunities were available for Catholic teacher education other than the Normal School for the Diocese of Buffalo between 1925-1952?

McCarthy, Marina Chukayeff. "The Anchor and the Wind: A Profile of Sacred Heart Schools in the U.S." Ed.D., Harvard University, 1990.

Study is attempt to provide a single profile of unique system of education for girls and women in the U.S. The Sacred Heart is not a parochial, but an independent school system dedicated to education of girls and women. Begun in Paris after the French Revolution, Sacred Heart Schools were founded to serve primarily upper SES

(social economic status) girls and women. Education of Catholic upper classes in many ways defies previous research on Catholic schools, where tendency is to categorize history of Catholic schooling in U.S. as story of "education of the poor, ignorant, immigrant masses." Study shows that "Catholic" and "upper SES" are not mutually exclusive. Thesis analyzes and assesses changes that have taken place since Vatican II. Explores evolution of lay/religious collaboration as governance model. Analyzes the Network and its programs and data such as college choice and curriculum. Concludes that despite the changes, the Sacred Heart has maintained its distinctive style; it continues to provide education that is both an anchor and wind for its students. Concludes that dramatic changes which have occurred since Vatican II are not a fundamental change of mission. Determines that "Plus ca change, plus c'est la meme chose." Rather, educational system that had stagnated for several decades was now firmly back in place: it had rediscovered and rejuvenated its lost tradition of change and innovation.

McLeod, Philip Donald. "The Rise of Catholic and Evangelical Christian Schools in the Nineteenth and Twentieth Centuries." Ph.D., Marquette University, 1993.

Dissertation investigated the correlation between the rise of Catholic parochial schools in American during the late 19th and early 20th centuries and the rise of evangelical Christian schools during the mid 20th century. Each of these movements exhibited significant growth in its formative years and this research identifies commonalities in social, religious, and educational concerns which impacted this growth. First, questions as to the ways the theological and philosophical principles, educational theories and practices of Catholics and evangelicals, separated by three-quarters of a century of significant cultural change, were similar or different was explored. Second, how did the dynamics of the American public school milieu affect the similarity or difference of the response of Catholics and evangelicals? The specific focus of this work is the impact of the Third Plenary Council of Baltimore, held in 1884, on Catholic education, and the National Association of Evangelicals' Committee on the Philosophy and Practice of Christian education on evangelical Christian education. The study is historical and analyzes the findings of the council and committee as they impacted philosophy and practice. The degree of significance of these bodies is compared, assessed and critiqued in the light of similarities, differences, and outcomes of their work. Study concluded that Catholics and evangelicals both determined that separate, private, religious schooling was the most desirable alternative to the public school system of their day. The form of the schools differed in that Catholics were parochial and evangelicals were parent-based, but the fundamental values which underpinned each group were essentially the same.

Mendez-Bernal, Eduardo. "Colonialism and Catholic Schools in Puerto Rico." Ph.D., The Pennsylvania State University, 1997.

Study concerned with history of Catholic education in Puerto Rico and with the hegemony of American colonialism in the development of the educational process of the island. Explains how through American colonial interests a society was built in which the public schools maintained a hold on the poor and working class members while the private Catholic schools empowered a socioeconomic elite. Development of educational process in Puerto Rico occurred from within larger social system. System was molded and controlled by a colonial political relationship with U. S. which took form of a Commonwealth after 1952. Study reveals social forces that intervened in development of educational process in Puerto Rico between 1952 and 1972 situating the growth in number of Catholic schools within the colonial reality of the island. Also clarifies role of Catholic schools in social transformation of Puerto Rico during industrial development of island after World War II. Postmodern critical theory used in analysis of several historical events that affected the development of educational process of Puerto Rico after World War II. Study raised and reinterpreted existing historiography on Catholic education in Puerto Rico using textual/historical source analysis or deconstruction. Viewed historical event as text with multiplicity of possible meanings many of the most important involving its incompleteness, the omissions it manifests but is unable to describe, and most important its contradictions.

Milliken, Elizabeth Ann. "Beyond the Immigrant Church: The Catholic Sub-Culture and the Parishes of Rochester, New York, 1870-1920." Ph.D., Cornell University, 1994.

Study discussed how parish societies were formed to compete with non-Catholic societies, and how secular culture was brought into the parish, where supposedly its dangers would disappear, in the form of theatricals, minstrel shows, and book clubs. The Catholic Church influenced gender roles, created a Catholic version of domestic ideology in gender segregated parish societies, and gave single women the career alternative of convent life. Study also dealt with how parochial institutions constructed and maintained an ethnic identity for assimilating Irish and German Catholics, and how these ethnic groups dealt with the arrival of Catholic Italians and Poles in Rochester. Catholic immigrants constructed an ethnic identity that incorporated their loyalties to America and to the Church. Parochial schools inculcated Americanism, but with a distinct Catholic flavor. The presence of priests and nuns, religious professionals sharply distinct from the laity, was central to the Catholic ethos of parishes and other Catholic institutions. Study showed how a religious subculture gradually managed success in America while maintaining important aspects of its identity.

Montgomery, William Leafonza. "Mission to Cuba and Costa Rica: The Oblate Sisters of Providence in Latin America, 1900-1970." Ph.D., The Catholic University of America, 1997.

Founded in Baltimore in 1829, the Oblates are the first Catholic congregation of women religious of African descent. With a minimum of episcopal and clerical support, in a slave state and in a white church they established schools and an orphanage. Founder and first superior of order, Elizabeth Lange, a free woman of color, came from Cuba and opened a school in Baltimore for Afro-Caribbean immigrants which became an Oblate school after 1829. Dissertation describes and analyzes missionary activities of the order among Afro-Latinos in Cuba and Afro-Caribbeans and Afro-Latinos in Costa Rica from 1964 to early 1970s. Based on evidence from letters, diaries and other sources. Consideration given to political and intellectual aspects connected with missionary enterprise as it explores Sisters' history in social and religious contexts of these countries and their overall effect on people they served.

Moore, Cecilia Annette. "A Brilliant Possibility: The Cardinal Gibbons Institute, 1924-1934." Ph.D., The University of Virginia, 1997.

Opened in Ridge, Maryland in 1924 as Catholic high school for African American youth that provided an integrated curriculum of liberal arts and agricultural and industrial arts. Leaders were Mr. and Mrs. Victor Hugo Daniel, principals of the Institute, Dr. Thomas Wyatt Turner, leader of the federated Colored Catholics, Father John LaFarge, S.J., a primary founder of the Institute, and the Federated Colored Catholics and African Americans in Southern Maryland. Prepared youth for industrial and agricultural work, teaching careers, and higher education, and encouraged students to become leaders in their own communities and churches. Father LaFarge's understanding of theology of Mystical Body of Christ critical element. Daniels sought to achieve educational mission by using approaches they had learned at Tuskegee Institute, African American history, literature, music, and art. Was one of first African American Catholic schools staffed and administered by African American Catholic laymen and women. Served as catalyst for subsequent Catholic interracial efforts.

Pera-Arraiz, Virginia Marie. "A History of the Elementary Education of Girls in Catholic Schools in Niagara Falls, New York for the 1930s, the 1950s, and the 1980s." Ph.D., State University of New York at Buffalo, 1992.

Study compared education of Catholic elementary school girls in the periods named with that of public elementary school girls and Catholic school boys. Major questions involved how were the girls educated, and what differences, if any, were there between their education and that of public school elementary girls and Catholic school boys? Secondary questions were: 1) What is the history of Catholic education in Niagara Falls? 2) What was the ratio of girls who went on to higher education when compared with public school girls for the same time periods? 3) What factors contributed to these statistics? and 4) What were the differences, if any, between curricula in Catholic and public schools for the time periods chosen? Teaching methods, curricula, enrollment, and neighborhood demographics were examined by utilizing questionnaires, personal interviews, and Catholic and public school records.

Petrick, Barbara Burns. "Church and School in the Immigrant City: A Social History of Public Education in Jersey City, 1830-1930." Ph.D., Rutgers the State University of New Jersey, 1995.

Study examined the origin and development of the public and Catholic educational institutions in Jersey City in order to understand why the "one best system" envisioned by educational reformers of the late 19th century was not realized. The origins, leadership, financial support, and values of both educational systems are studied in tandem within the context of the city's social and political history to explain why, although 1 segment of the Protestant pattern was sanctioned by the state and institutionalized as the city's public school system, Catholic institutions survived and flourished. Two separate communities, 1 Protestant, 1 Catholic, produced 2 distinct systems of education in Jersey City in the 19th century. Leadership of Catholic education was rooted in the immigrant church community. Analysis of the political debate aroused by the ratification of the 1875 amendment to the New Jersey constitution, guaranteeing a "thorough and efficient" education for all children shows its supporters feared an imminent takeover of public schools in the cities populated by immigrant Catholics. Constitutionally denied tax support, the tuition-free Catholic schools survived by the subsidy provided by organized religious communities of women. During the Progressive era some Catholic leaders argued for the abandonment of the expensive and expanding parochial school system. The ethno-religious demands of "new" immigrant communities, however, ensured the perpetuation of the Catholic school system. Under Mayor Frank Hague, an informal accommodation was reached between public and Catholic school systems which served the needs of the dominant Catholic community.

Poluse, Martin Frank. "Archbishop Joseph Schrembs and the Twentieth Century Catholic Church in Cleveland, 1921-1945." Ph.D., Kent State University, 1991.

Dissertation examined the administration of Archbishop Joseph Schrembs in the Diocese of Cleveland from 1921-1945. Special attention is given to Schrembs' efforts to obtain public assistance to maintain and operate the parochial schools for the Cleveland Diocese as well as for other dioceses in Ohio. Other important questions

addressed concern his relationships with Cleveland's ethnic white and black communities as he faced the issues of assimilation, racism and cultural acceptance. The moral, economic, and social impact of the Depression on his administration are also discussed, underscoring how the Cleveland prelate promoted Catholic social thought and action in dealing with labor-management relations, the rise of communism, and the polarities of the Catholic Worker movement and Coughlinism. Other aspects of this study dealt with Schrembs' role in resurrecting the National Catholic Welfare Conference (NCWC), and how he expanded this organization and used its influence in confronting the persecution of the Catholic Church in Mexico and the recognition of the Soviet Union. Schrembs and the NCWC also reinforced traditional Catholic morality and family life in conjunction with the growth of the motion picture industry and the rise of the birth control movement. Schrembs played a significant role in establishing the Legion of Decency to monitor the motion picture industry and emerged as a steadfast opponent to the birth control movement. Concluding pages feature Schrembs as the man, priest and prelate, portraying the human and spiritual attributes of this religious leader.

Scheiber, Richard. "Humphrey J. Desmond, 'The Catholic Citizen' and Catholic Liberalism." Ph.D., Marquette University, 1990.

Focused on lay editor of "The Catholic Citizen," a weekly published in Wisconsin from the 1880s to mid 1930s. Independent of clerical control, Desmond emerged as a liberal lay spokesperson whose outlook was similar to some of the leading clerical Americanists. His journalistic viewpoints show that American Catholic liberalism continued on into the 20th century after the papal condemnation of liberalism in "Testem Benevolentiae" in 1899. Desmond urged dialogue with American situation on key issues such as immigration, education, relationship of the Vatican with the American Church and the approach of the Church to the modern age. On occasion forced to go on defensive on behalf of parochial schools and to fight bigotry. Urged Church to ally with workers; called on Church leaders to discern and deliberate on socialism rather than condemn it. Saw good citizenship as allied with faith and Catholic moral influence as contributing to society's overall well-being. Loyally devoted to his faith, over a long and distinguished career this lawyer, legislator, educator and editor helped to fashion and maintain the liberal strands of that Catholic tradition in America.

Stack, Gabriel Daniel. "A History of St. Michael's." Ed.D., Pepperdine University, 1997.

Study researched St. Michael's College Preparatory High School from 1920 until 1992. Interviews combined with exhaustive archival research and produced a rich narrative detailing the risks, challenges, and triumphs of a unique educational institution. Conclusions are: 1) Present day St. Michael's is result of singular choice whereby institution offered parallel junior seminary and college preparatory programs. 2) Austro-Hungarian culture from which Founding fathers came was vastly different from what they found in Southern California of the 1950s. 3) School was avenue to continue the religious lifetime of their suppressed Hungarian (Norbertine) abbey and perpetuate their time-honored educational apostolate. 4) Leadership of Ladislaus Parker and Hubert Szanto crucial. 5) Financial stability cane by attracting politically conservative and religiously traditional families to the school. 6) Methodology of oral history especially suited to capturing richness of history of St. Michael's.

Venegoni, John Louis. "Planting the Seed of Faith: The Development of Catholic Parochial Schools in the Belleville Diocese of Southern Illinois, 1842-1987." Ph.D., Southern Illinois University at Carbondale, 1988.

Study attempted to discover from documentary perspective the historical conditions at national, state, and regional levels which contributed to administrative and structural development of Catholic parochial schools in Belleville Diocese of southern Illinois. Major findings of research included: 1) Catholic parochial schools of Diocese owe their existence primarily to German immigrants' efforts. 2) Schools originally established and maintained for multiple purposes of preserving Catholic faith, perpetuating ethnic and cultural heritage of immigrant faithful, and slowly assimilating the "foreign" children into American culture. 3) Anti-foreign and anti-Catholic expressions of nativists reinforced defensive, ghetto posture of Catholics and maintenance of their schools. 4) The appointment of a professional educator, Father John J. Fallon as Superintendent of Schools in 1925 was most decisive action in organizing Catholic parochial schools of southern Illinois into diocesan system. 5) Schools began decline in number and enrollment following Vatican II in 1965. 6) Presence of Catholic elementary schools in southern Illinois will likely continue, though structure of financial support may be different from typical parish sponsorship of past.

IDENTITY, MISSION

Blecksmith, Lydia Anne Treadwell. "Distinguishing Characteristics of Catholic Identity in Catholic Elementary Schools." Ed.D., University of San Francisco, 1996.

Integration of religious instruction throughout the curriculum is culture that makes a Catholic school distinctive. Identity taken for granted until Vatican II. This investigation determined the characteristics of Catholic identity through an examination of the Church documents on education and studied to what extent these traits are present in Catholic elementary schools today. Survey developed which consisted of 64 items; was mailed to principals and 1st, 3rd, and 8th grade teachers from a Northern California Diocese. Telephone interview with 10% of those surveyed was conducted. Survey revealed that Catholic elementary principals/teachers are in agreement regarding Catholic identity. Administrators showed higher responses than teachers; the data was in agreement with the mission and philosophy of Catholic schools. This congruence supports the findings of Deal and Peterson (1990) who implied that shared perceptions between administrators and faculty would most likely be present in effective Catholic schools that possess a strong school culture. Among recommendations suggested from this study were: that all principals/teachers receive adequate inservice on the Christian education documents as well as the hiring of personnel who have backgrounds in Catholic education. Investigation further suggested that Catholic schools determine their purpose and mission now and in the future. The Catholic Church requires that schools continue the Church's right to establish institutions that are academically excellent and will perpetuate the evangelical mission of the Church. Catholic schools must continue the work of those who have come before and those who will follow in the academic and faith formation of young Catholics.

Calareso, John Peter. "The Rationale for the Choice of Catholic Elementary and Secondary Schools by Administrators, Teachers and Parents." Ph.D., Marquette University, 1989.

Purpose to identify rationale for choice of Catholic schools by administrators, teachers and parents. Sample included 1,042 administrators, teachers and parents in state of Wisconsin. Overall return rate of 84.8%, research included 199 administrators, 282 teachers and 404 parents at both elementary and secondary levels. Instruments developed with utilization of prior research questionnaires and consultation with panel of experts. Instruments included demographic questions and choice factors; respondents identified importance of each choice factor through a Likert scale response. Statistical techniques included frequencies, percentages, means, T-Tests, paired T-Tests, analysis of variance, Duncan's Multiple Range test, correlation coefficients and factor analysis. Minimal level of statistical significance accepted in study was .05. Significant findings of research included: 1) combination of quality of academic education and faith formation most important factor in choice of Catholic school for administrators; 2) quality of academic education for teachers; 3) quality of academic education with values, personal attention, discipline and religious education relatively important for parents; and 4) more similarities exist between administrators and parents, there are significant differences in rationale for choice between groups. Major conclusions of study: 1) Catholic schools more highly valued for academic excellence than religious education/ faith formation; 2) profile of Catholic school administrators and teachers reflects a growing % of lay people with little or no prior experience with Catholic education; 3) there is a dichotomy of values and understandings relative to mission or purpose of Catholic schools between groups; 4) recommendations for future based on study include a continuation of Catholic schools' research, development of both a national statement on Catholic schools and a national public relations program and criteria, and programs for clarification of Catholic school identity and formation of Catholic school personnel.

Collins, John Thomas. "Parent, Student and School Personnel Understandings of the Parent-Catholic Secondary School Relationship in Light of Magisterial Principles." Ed.D., University of San Francisco, 1995.

Descriptive study of parent-Catholic secondary school relationship executed in 4 schools within the greater San Francisco area. Study to discern extent to which select Catholic principles of education - especially the principle of partnership between home and school - were realized in practice. Focus groups of parents, school personnel and students were assembled at each school. Responded to interview questions derived from principles being tested. Ensuing conversations constituted the descriptive data of study; were transcribed to produce focus group texts. Texts rendered in forms of units of meaning and then tabulated. Analysis of tabulations-within each of the schools and across the respective groups-enabled the author to draw conclusions about the strength of the home-school relationship. Based on content and frequency of the meaning units which showed up in the focus group texts, the author discerned that 1 school had a strong home-school relationship, two had moderate, and one a moderate-to-weak relationship. Most salient elements which emerged were: 1) parents' regard for communitarian

nature of the Catholic secondary school; 2) school personnel's conviction about parents' need for more parenting insights and skills; and 3) students' sensitivity to the financial dimensions of the home-school relationship. Findings led to the conclusion that the home-Catholic secondary school relationships in this study were based on principles of the Catholic faith, though this basis was not secure. It was jeopardized by parents' narrow academic focus and by the relative failure of the schools-particularly at the outset of their relationship with freshmen parents-to call parents to shared responsibility for the religious dimension of education. The author also concluded that Catholic secondary schools could shore up the home-school relationship by offering parents formative parenting sessions as well as by ensuring that their communications with parents were generally more regular, more personal, and more positive in nature.

Colosimo, Gabriel Anthony. "Examining Social Capital as It Exists in Religious Communities Surrounding Catholic Elementary Schools." Ph.D., The University of Utah, 1993.

Recent studies have indicated that students in Catholic schools score higher in mathematics and verbal skills, especially those from disadvantaged backgrounds, than students with comparable backgrounds in public schools. Catholic school students also demonstrate a lower dropout rate than students in either the public or private school sectors. Catholic schools serve a surrounding religious community that provides their students with more social capital than public or other private schools. Social capital refers to the resources available in the social structure of the school, including the social relationships and norms between adults and children that aid the education of children. Purpose of this study was to examine social capital as it exists in the religious communities surrounding Catholic elementary schools. Concept mapping, a structured conceptualization used by groups to develop a conceptual framework, was the method used. Participants identified 4 factors of social capital: Community, Christian Values, Parent Responsibility, and Volunteerism. A 5th factor, Positive School Climate, also emerged but was identified by the participants to be an effect of the first 4 factors. Social capital is rooted in the Community of the parish that surrounds Catholic elementary schools. This Community is united by the ideals of a Christian Value system. Parent Responsibility is one of these ideals promoted within this Community that is demonstrated by the high level of Volunteerism. These 4 factors combine to allow Catholic schools to create the effect of a Positive School Climate that promotes the education of students in their schools.

Cummings, John Lee. "The Impact of Non-Catholic Students on the Perceived Catholic Identity of Catholic Secondary Schools." Ed.D., University of San Francisco, 1996.

Purpose of this study was to ascertain whether the increased religious diversity in Catholic secondary school student populations had an impact on the schools' Catholic identity as perceived by the administrators, faculty members, and high school seniors. A 60-item researcher-designed questionnaire was used in this study. Survey items were based on Roman and American Church documents on Catholic schools and were grouped under 4 main headings: Community, Message, Worship, and Service. Twelve secondary schools, 2 from each NCEA region in the U.S., participated. Six of the schools (Set A) had non-Catholic student populations below 25%; six above 25% (Set B). Item #61 was an open-ended question asking the respondents to list the perceived strengths and weaknesses of their respective schools. Tonnies's Gemeinschaft and Gesellschaft was the theoretical rationale used in this investigation. Descriptive statistics were used to respond to the research question. The articulated relationship between all schools involved in this study and the Roman Catholic Church and the schools as faith or gospel-centered communities was weak. There was no significant difference in any of the 4 main headings among the administrators and faculty in all schools. There was a statistically significant difference in the seniors in set B's perception of Community, Message, Worship, and Service in contrast to those in Set A. Findings suggest that Community was perceived to mirror a secularized Gemeinschaft; the Gospel Message was perceived as part of the "hidden curriculum" if not the explicit; that Worship was perceived to ritualize values and beliefs not held by the community; and that Service was perceived merely as a graduation requirement, but lacked the expected religious motivation ∂.

Davis, William F. "Standards for Catholic Elementary Schools: An Analysis of Self-Study Instruments and Perceptions." Ed.D., The Catholic University of America, 1990.

Study examined extent to which following questions were answered: 1) Have recent church documents created a need to revise Luebkings's (1981) 38 standards for Catholic schools implied in 4 conciliar and post-conciliar documents? 2) Do self-study instruments adequately measure for these standards? 3) Do pastors, principals, teachers, and parents perceive the standards to exist in their schools? Study involved 3 tasks. 1) Panel of 10 Catholic educators used judgmental questionnaire to authenticate standards, and determine need to revise Luebking's standards. 2) Panel of educators used 6-part Likert scale questionnaire to judge if 16 selected self-study instruments adequately measured for standards which were identified by informational questionnaire sent to all dioceses ∂ in U.S. 3) 6-part Likert scale used to determine if pastors, principals, teachers, and parents in 38 selected Catholic elementary schools perceived standards to exist in their schools. Found that: 1) document review did not require substantial revision of standards, 15 of Luebking's were revised and 2 new standards were added. Panel authenticated 39 of 40 standards. 2) 71.6% of dioceses provide a self-study instrument to elementary schools. Purpose, mandate for use, source, and frequency of use were identified. Panel's analysis shows that 3 of 16 se-

lected instruments were viewed as adequate measures for standards. Instruments from State Departments of Education were viewed as most inadequate measures. 3) Overall agreement by respondents that standards were reality in their schools. Scores of principals and pastors were generally higher than teachers and parents, but not significantly so.

Dwyer, James Gerard. "Religious Schooling in a Liberal Society: Parents' Rights, Community Rights, and Justice for Children." Ph.D., Stanford University, 1995.

Evidence suggests that pedagogical practices in some religious schools in America are harmful to children, in that they excessively restrict students' liberties, thwart intellectual autonomy, foster intolerance and an inability to interact constructively with persons holding different conceptions of the good, and cause diminished self-respect and severe anxiety. Dissertation considers from a liberal perspective what state policy should be toward such schools if they do in fact harm children in these ways. After summarizing research on Fundamentalist Christian and Catholic schooling, dissertation describes the prevailing approach of courts, legislators, and academics to addressing parent-child conflicts over regulation of religious schools. This study demonstrates that the very concept of parental rights in the schooling of their children is illegitimate. Rights to control another person's life within our legal and moral culture are anomalous, and justifications giving parents such rights cannot withstand scrutiny. Liberal values of state neutrality and toleration with respect to religious belief do not support state deference to parents' child-rearing preferences. Study next critiques approach that treats children's education as a protected means for religious communities to protect their culture. Arguments for giving special rights to cultural minorities cannot support a community right to control children's upbringing. Applying these arguments to children yields support for increased state intervention into culture-transmitting practices of some minority communities. Finally, the dissertation endorses a justice-based approach that gives equal consideration to the distinct interests of children. It modifies and applies John Rawls' political conception of justice, demonstrating that application of its basic principles to children's education yields requirements for substantial state regulation and oversight of religious schools. Insofar as these conclusions are inconsistent with Rawls' recent statements concerning education and respect for persons holding non-liberal conceptions of the good, this analysis generates criticism of his latest work.

Greenlee, Mary L. "Vision, Philosophy, and Mission Statement within Catholic Secondary Schools and the Perception of Need as Addressed by Administrators and Teachers." Ed.D., Spalding University, 1995.

Purpose of this study was to examine the perceptions of administrators and teachers in regard to statements about needs and implementation in vision, mission statement, and philosophy. Cornerstone of successful education is the establishment of uniformly understood mission and vision statements and philosophies. Two instruments called Instrument on Statements about Needs and Instrument on Statements about Implementation in Philosophy, Mission Statement, and Vision were designed which measure the perceptions of administrators and teachers in Catholic secondary schools. These were sent, along with a demographic data questionnaire, to 210 administrators and teachers in the 10 Catholic high schools of the Archdiocese of Louisville. There was an 85% response rate. Study found that 2 of the 10 schools had administrators who coded the statements significantly higher than teachers did; remaining 8 schools revealed no significant difference. The experience level of teachers significantly affected the way in which they coded the instrument on implementation. Education levels of teachers had no significant effect on how teachers coded either instrument. Using the results of the study, the researcher suggests that communication is vital to making the vision, mission statement and philosophy a reality for teachers. Administrators need to communicate the schools' beliefs effectively to teachers; they also need to be aware of the effects of experience on teachers' perceptions of belief statements. Comments also made about what effects some external factors may have had on the way teachers and administrators coded the instruments.

Gross, Duane J. "Teachers in Catholic Schools: A Study of the Attributes of Teachers that Foster the Identity of the Catholic School in the Elementary Schools of the Archdiocese of Omaha." Ph.D., The University of Nebraska-Lincoln, 1994.

Study focused on those attributes of Catholic elementary school teachers that foster the identity of the Catholic school - to proclaim the message of the Gospel, to build faith community, and to lead others to service. The primary purposes of this study were 3-fold: 1) to ascertain the extent to which each of the attributes - message, community, and service - were present in teachers working in elementary schools of the Archdiocese of Omaha; 2) to determine potential differences among religious, lay Catholic, and lay non-Catholic teachers in the extent to which these attributes were present; and 3) to examine selected demographic data about these teachers related to their length of service, personal attendance of Catholic schools, and teaching religion classes. Elementary teachers of Archdiocese surveyed by researcher-developed instrument. Subjects asked to respond, on a Likert-type scale, about themselves and their teaching. Means were used to ascertain the extent to which the 3 attributes were present. Analysis of variance was used to determine whether potential differences among the 3 teacher categories were statistically significant. Demographic data from respondents were examined to better understand the differences among the 3 categories of teachers. Findings indicated a significant presence for all 3 of the attributes that foster

the identity of the Catholic school among all 3 groups of teachers. Statistically significant differences were found among all pair-wise comparisons of the 3 groups for the 3 attributes. Finally, a detailed examination of selected demographic data provided understanding of the differences that were shown to exist among the 3 categories of teachers.

Janosik, Maryann Kathleen. "Propagating the Faith: Catholic Educational Policy Making in Post-Vatican II Cleveland." Ph.D., Case Western Reserve University, 1989.

Examined catalytic impact of Vatican II on educational policy makers in Cleveland. Sixth largest Catholic school system in U.S., Cleveland became forerunner in implementation of new educational ideas, a unique combining of secular and religious, beginning in 1929 under auspices of Diocesan Educational Superintendent, Father John Hagan. Following declining enrollment after Vatican II, Cleveland's schools emerged by the late 1970s as an integral part of the local community and as strong propagators of ecumenical faith. Cleveland serves as case study as local policy maker and national representative. First part of study identifies national issues of concern to Catholic schools, helping to shape and define debates over lay teacher status, racism, and human rights from voices of well-known Catholic artists, writers, entertainers, and religious. Local policy making examined through study of lay teacher status, racism, and human rights, thereby reaching understanding of changes made in Catholic schools throughout the U.S.

Ketty, Brian Joseph. "Towards a Vision for Leadership in Catholic Schools." Ph. D., Fordham University, 1993.

Attempted to clarify a number of important issues pertinent to Catholic education in effort to present a synthetic statement about the nature of Catholic education in the wake of Vatican II. Utilized Richard Niebuhr's typology of the relationships between Christ and culture to clarify evolution of Catholic educational philosophy in official Church documents. Analysis of four typical themes demonstrated changed character of Catholic education: nature of person; role of knowledge; view of history and destiny of humanity; and nature of society. Documents emphasize an education that highlights the task of transforming this world. Supernatural goals are intimately connected with working for the kingdom of God in this life. Focus of themes provides a visionary content for Catholic educational leadership. Study provides guidance to Catholic educators as they seek to preserve the identity of Catholic schools on the threshold of the 21st century.

Massucci, Joseph Daniel. "The Unique Identity of Catholic High Schools: A Comparison of the Church's Expectations and a School Community's Experiences and Beliefs." Ph.D. The University of Dayton, 1993.

Purpose of study was to identify characteristics of the Catholic secondary school which make it uniquely "Catholic." Characteristics were extracted from 5 major post-Vatican II Church documents addressing Catholic education, in particular Catholic school education. Study investigated whether a congruence existed among the Church's expectations for its Catholic schools, what the members of 8 Midwestern school communities believed to be important characteristics in a Catholic secondary school, and the actual experience of these school communities. Study divided into 3 phases. In Phase One, 335 members of school communities, representing administrators, faculty, staff, parents, students, and volunteers, participated in informant interviews. Phase Two was a written survey administered to all participants to determine the experiences and beliefs of school communities regarding the Church's expectations for its schools; 1,922 surveys were completed and returned. In Phase Three, a full day non-participatory observation was conducted in each school. Findings of study included: 1) Expectations of the Church and experiences of school communities demonstrated congruence, as related through interviews and observations. Staff faith formation and classroom prayer were exceptions. 2) Church's expectations were identifiable by members of the school communities; the degree to which these characteristics were experienced varied. There was a statistically significant difference among subgroup responses. The least difference existed between professional and support staffs; the greatest distance was between professional staff and students. The survey statement pertaining to student preparation for parish participation was ranked as least evident by the highest percentage in each subgroup. 3) There was a difference among what the subgroups believed to be the most important characteristics of Catholic secondary schools, except in the category of Curricula. The greatest percentage of both professional and support staff identified "school personnel witnessing the gospel" as the most important characteristic of the Catholic school's mission. 4) The characteristics of Catholic secondary schools believed to be most important by each of the subgroups were recognized and identified by the researcher's on-site observations.

Paulino, Regina. "A Comparison of the Religious Beliefs and Values of Catholic School Teachers and Educational Leaders in the Catholic Schools in Guam." Ed.D., University of San Francisco, 1990.

Purpose to compare religious beliefs and values of Catholic school teachers and educational leaders in Guam to ascertain congruity of the 2 areas between the 2 groups. Adapted Benson and Guerra (1985) survey instrument, "Sharing the Faith: The Beliefs and Values of Catholic High School Teachers," to obtain data from teachers and educational leaders in Guam. All leaders (N=37) and all teachers (N=233) in Guam included in study. Return rate 70.7%. Frequency distributions, percentages, means and standard deviations computed for each of 92 items of questionnaire; were grouped into 14 subscales. Found that scores of leaders higher on most of subscales

than teachers'; religious teachers' scores higher than those of lay; Catholic lay teachers' scores higher than non-Catholic; elementary higher than secondary; new and younger lower than those who have been in system longer and who were older. Little difference between pastors and principals; no differences found between principals and central office personnel. Findings raise questions regarding lack of congruity between religious beliefs and values of teachers and educational leaders in Guam. Questionable whether religious purposes of Catholic schools in Guam are being accomplished when teachers' religious beliefs and values are not congruent with those of educational leaders in system.

Rooney, Janyce Mae. "Job Satisfaction of Teachers and Administrators in the Catholic Schools of the Diocese of Wichita." Ed.D., Oklahoma State University, 1989.

Utilized Job Diagnostic Survey of Hackman and Oldham, Free-Response questions, and personal interviews with teachers and administrators to obtain data to determine if gender, hierarchical position, status (religious/lay), years of experience, and size of school made a difference in level of overall job satisfaction, job security, job autonomy, and feedback from job itself experienced by educators in schools of Catholic Diocese of Wichita. Five research questions established and 7 composite null hypotheses were proposed and tested. Data gathered from survey revealed differences in salary satisfaction according to gender, status, hierarchical position, and years of experience. Data also indicated differences in job security according to status and size of school. Job autonomy and Motivation Potential Score found to differ with hierarchical position. Overall job satisfaction of educators differed with years of experience and gender. Feedback from job itself differed with status. Growth satisfaction differed according to years of experience. Data from free-Response questions and personal interviews indicated that freedom to express religious beliefs and give Christian witness were main sources of job satisfaction. Main sources of dissatisfaction were salary, job security, and professional growth. Findings of study indicated that ways must be found to increase job satisfaction of educators in Catholic schools in areas of salary, job security, and professional growth.

Taymans, Mary Frances. "Regional and National Input on the Critical Areas of Catholic Education Analysis and Recommendations." Ed.D., The George Washington University, 1993.

Purpose of study was to analyze data from a series of regional meetings culminating in a national congress on the future of Catholic school education. Leaders in the field of Catholic education representing major stakeholding groups attended. Parents, teachers, administrators, board members, community and business leaders, pastors, and researchers were represented. Data from these meetings consisted of directional statements in 5 areas: Catholic identity, school and society, leadership, governance and finance, and public policy. Three stages of data analysis. Stage 1 compared the directional statements from the regional meetings to those arising from the national meeting to determine congruence between regional and national perspectives on Catholic education. Stage 2 compared directional statements from both regional and national meetings to the current literature to determine if the directions set were comprehensive and representative of the research. Stage 3 was a content analysis of the directional statements from the national meeting to determine predominant themes for directing the future of Catholic education. This stage included content analysis of the regional statements to ascertain if the predominant themes were inclusive. Study found coherence in the directional statements generated by those involved in both the regional and national meeting processes. Directional statements found strong support in the literature. Study results indicated 4 themes shaping and challenging effective Catholic schools for the 21st century. These themes, understood in light of the Catholic identity of the school, are: diversity, coalition, leadership, and curriculum and instruction.

Tomasiello, Loretta Ann. "Catholic School Leadership in a Time of Crisis." Ph.D., Fordham University, 1993.

One of the aims of Catholic education is to prepare students for adult membership in the Church. According to ecclesiologist Avery Dulles, the Church (in 1987) found itself racked by paradigm shifts. No one model points out what "church" means. Prior to Vatican II, the institutional model prevailed. Contemporary Catholics are as likely to think of the Church as the "People of God," "Herald," "Servant," or "Sacrament." Variety of models reflects that ambiguity regarding the identity of the Church. This confusion poses a problem for the principal of a Catholic school who must exercise leadership in the service of the aim to prepare students for adult membership in that Church. This study is proposed in order to explore the problem and to begin to generate a model of leadership for the Catholic school principal. Catholic schools face the problem of educating their students toward adult membership in a Church whose identity is uncertain. What kind of leadership, and more specifically, what kind of principals in Catholic high schools are needed to provide this leadership?

Vieno, Agnes Jean. "The Institute for Catholic Educational Leadership: An Analysis of Student Expectations and Goal Achievement, 1976-1988." Ed. D., University of San Francisco, 1989.

University of San Francisco's School of Education established Institute for Catholic Educational Leadership (ICEL) to meet growing need of preparing laity for administrative leadership, including spiritual, of Catholic schools. Purpose to investigate expectations and goal achievement of ICEL students from inception of program until 1988. Survey questionnaire mailed to complete population of 434 ICEL participants, past and present; re-

turned by 331 (76.2%). Research questions addressed entire ICEL Program: reasons for entering, effectiveness of instruction, usefulness of coursework, congruence between expectations and achievement, ICEL's images, influence of ICEL communications and support services on student satisfaction. All areas of program rated favorable, even high. Students and graduates concluded that Program was successful in meeting its goals, and in helping them achieve theirs; coursework helpful; ICEL services "good" to "very good." Overall satisfaction rated "good" to "excellent" by 97% of all respondents. Recommendations include that bishops and diocesan school boards should support (financially, presence and advocacy) administrative programs that will ensure the maintenance and promotion of Catholic education. Policies at diocesan and parish levels should ensure identification of, financial assistance to, and preferential hiring of, graduates of these programs. Models of collaboration should be developed between departments of education at diocesan level and Catholic universities. Those who structure administrative programs should constantly attend to relevance of curriculum, excellence of faculty, and atmosphere of community. ICEL's program greatly distinguished by rate of success with which it has achieved purpose of preparing qualified administrators for Catholic schools.

JUSTICE

Eruaga, Jeremias Arenemhe. "The Consistency of Catholic High School Policy and Practice with the Church's Teaching on Social Justice." Ph.D., Fordham University, 1991.

This study aimed at determining whether the ideals of social justice, mandated for Catholic schools by Catholic hierarchies, were operational in the policies and practices of Catholic schools. Study focused on one aspect of a typical organizational strategy: to realize large goals within a sub-unit of the organization; namely, through consistent policy formulation at each level, policy articulation between levels, and policy implementation within each operational unit. Study employed textual analysis and interviews as strategies for collecting data. Three core concepts of social justice: human dignity, community, and participation were developed from the encyclicals in order to analyze educational policies and practices. Sample consisted of 5 system levels, a diocesan and 4 religious congregations. Three high schools were selected from each system level. All the systems but 1 had written high school policies. The analysis and rating of the policies revealed that, to a certain degree, each policy reflected the 3 concepts in order to give their schools' program a general basis in content of social justice. Some system levels monitored their school programs and activities to ensure that they practiced what they taught. With the exception of the schools without system policies, the schools based their policies and practices on their system guidelines. These schools' policies were found to be consistent with their system level policies and consequently with the Church's social teaching. Conclusion drawn is that when there is consistency among all policy levels in an organization, the possibilities of genuine implementation at the operational level are enhanced.

Giller, Molly E. "The Process of Conversion to Social Justice as Perceived in the Adrian Dominican Secondary Educational Institutions." Ed.D., University of San Francisco, 1990.

Study was follow-up to study which author initiated with Adrian Dominican community in 1977 which attempted to identify and compare to what extent goals of Adrian Dominican congregation related to social justice were present in their 3 secondary education institutions in order to determine the corporate commitment to social justice operative in the 3 environments. This study attempts to replicate 1st one 10 years later. Focused on comparison of descriptive data obtained in 1977 and 1988 from questionnaires of faculty, parents and students of the 3 high schools owned and operated by the Adrian Dominicans. One-Way Analysis of Variance used to analyze variance in perceptions of importance of role of women as topic to be included in curriculum of a Catholic secondary school by the 3 populations in the 3 institutions for 1977 and 1988. Also was used to analyze the positive responses of faculty and students to question "During the last two years, have you been involved in actions regarding the role of women"? Results showed that efforts to promote social justice in curriculum of 3 schools still present. 1) Student responses for both 1977 and 1988 showed that topic of "Right to Life" was most important topic for inclusion in curriculum. 2) Parent responses for 1977 and 1988 reflected highest choices of social justice topics were "National/International Economics" and "Right to Life." 3) Highest faculty responses for 1977 and 1988 were "Right to Life," "Prejudice and Racism," and "Poverty." Response was also high in all 3 schools to "Role of Women." Highest system response to 11 social justice topics from all 3 populations in all 3 schools was "Right to Life." Topic on which most actions were taken in both 1977 and 1988 as a system was "Elderly, Handicapped, or Prisoners."

LAW

Cepelka, Angeline. "The Elusive Line: Justice William J. Brennan and Nonpublic Education." Ph.D., Marquette University, 1992.

Study is an analysis of the impact of Supreme Court Justice William J. Brennan on American nonpublic education in the 20th century and an overview of his interpretation of the First Amendment regarding the relationship between church and state. Described typically as a "wall of separation," Brennan termed it an "elusive line" which must be faithful to the framers of the Constitution, but continually adjusted to meet the needs of a changing society. In addition, this study is an examination of Justice Brennan's personal belief system, his judicial style, and the ways in which he, as a prominent 20th century Catholic, integrated his religious faith and intellectual worldview with his responsibilities as a Supreme Court Justice. Neither hostile not indifferent toward religion, Brennan believed in separating the practice of his faith from his professional duties, often declaring his loyalty to both the Church and Constitution. The primary focus of this work is on the ten major Supreme Court decisions regarding nonpublic education for which Brennan wrote either the majority opinion or a separate concurrence or dissent. Attention is also given to selected church-state opinions which clarify his approach to interpreting the establishment and free exercise clauses. References to his other education-related opinions and to more than a hundred of his addresses, articles and tributes provide a framework for examining his nonpublic school opinions. His impact on nonpublic education may be termed negative in many ways dealing with financial assistance and religious freedom. In other respects he positively contributed by developing a number of clear, thoughtful, objective standards, based on an attempt to be faithful to history, against which future decisions may be measured. Nonpublic schools as institutions have been deprived of material resources because of his legal approach; nonpublic school students as individuals will benefit for a lifetime from his determination to protect their rights.

Depp-Blackett, Mary Elizabeth. "An Analysis of Legal Issues Affecting the Inclusive Education of Children with Special Needs in Catholic Schools." Ed.D., University of San Francisco, 1997.

Historical study involved investigation and analysis of sources of legal authority over special education: 1) federal and state special education legislation; 2) accompanying administrative regulations; and 3) pivotal judicial decisions considering special education or related services. Purpose was to extract that which elucidated: 1) legal responsibilities of Catholic/private school administrators; 2) pertinent judicial findings in cases involving these students; 3) how Catholic/private schools' responsibilities to exceptional students compare with those in public schools; and 4) possible actions by Catholic/private school personnel that ensure compliance with the law in educating exceptional students. Examination of federal laws revealed sections which stipulate rights to special education services for eligible Catholic/private school students which are commensurate with those granted to students in public schools. Study of related judicial decisions disclosed a trend since 1993 defining greater parameters of permissible on-site special education services in sectarian schools under First Amendment, and explications of what comprises an adequate free appropriate public education for particular special needs. Conclusions suggested that Catholic/private school administrators, or suitably trained facilitators, could provide optimal service to exceptional students in their nonpublic schools by actively directing teachers and parents in knowledgeable cooperation with state and local public education agencies.

Langereis-Baca, Maria. "The Impact of the 1986 New Mexico Educational Reform Act upon Nonpublic Schools: A Survey." Ed.D., New Mexico State University, 1989.

Purpose of study was to document reaction of nonpublic school principals to state regulations flowing from New Mexico Educational Reform Act of 1986. Questionnaires sent to all 200 nonpublic schools for whom addresses were listed. Eleven schools had closed; 64% (121) of remaining 189 schools responded. Chi square test revealed significant differences in attitudes of schools of varying size, accreditation status and religious orientation in their compliance with reform regulations. Study addressed possible differences in attitude and compliance for following categories of 3 variables: secular/religious orientation (secular, Catholic, nondenominational Christian, denominational); size of enrollment (small $<$40, medium 41-150, large $>$150); and accredited or nonaccredited status. If data treated as results of census, an alternative analysis can be considered equally for those items not achieving statistical significance under "superpopulation" assumption. Additional data used were an analysis of attitude by compliance for the variables, analysis over a set of broader questions addressing effect and evaluation of reform legislation, and comments by respondents received with the survey returns. Response ratio and awareness levels differed for categories of diversity in each variable. Attitude and compliance were also dependent on the content of provisions in the laws. Data indicated 7 patterns: 1) As administrative involvement by state increased, compliance decreased and agreement increased at a lower level of support. 2) More compliance and

support existed when regulation requirements were set below nonpublic school standards. 3) Diversity in compliance increased when schools differed on provisions in principle. 4) Ability to follow regulations due to size differentiated the size categories. 5) Accreditation status determined compliance even when provisions were perceived negatively. 6) Schools in compliance tended to be more positive toward reform legislation. 7) When reform issues were stated in more general terms, majority of nonpublic schools expressed a negative attitude.

Russo, Charles J. "Attitudes towards Collective Bargaining in Roman Catholic Secondary Schools in New York State." Ed.D., St. John's University, 1989.

Purpose to identify and compare attitudes towards collective bargaining held by lay and religious administrators and teachers in Roman Catholic secondary schools in New York State. Data collected by Collective Bargaining Questionnaire to determine respondents' attitudes towards selected aspects of collective bargaining. Instrument mailed to all principals and selected teachers from 146 Roman Catholic secondary schools in the state. Subjects' responses were factor analyzed to determine underlying factors in attitudes toward collective bargaining. A 2 x 2 x 2 analysis of variance, with position in the school (teacher or administrator), vocational status (lay or religious), and school type (parochial or private) as independent variables, and empirically derived attitude factor scores as dependent variables was also performed to determine whether any significant differences existed between respondents. Factor analysis yielded 5 conceptually meaningful factors: 1) Hierarchical Orientation, which addressed role of authorized religious superiors in schools; 2) Organizational Membership Orientation and Differentiation, which addressed whether lay and religious members of an organization for bargaining should share equally in membership and leadership; 3) Role of National Catholic Educational Association (NCEA) in Collective Bargaining, which addressed whether NCEA should become actively involved in the bargaining process; 4) Alternative Strategies in Collective Bargaining, which considered strategies other than full scale unionization that might be appropriate for adoption; and 5) Organizational Maintenance, which addressed concerns over potential divisiveness of collective bargaining. Vocational status emerged as a significant variable on 1st 4 factors and school type was significant on 3rd factor only. Position in school did not emerge as a significant variable. Lay respondents favored maintaining differences between lay and religious members of an organization for bargaining and were joined by respondents from parochial schools in seeking to allow NCEA to become more active in the schools. Religious respondents favored providing authorized religious superiors with greater role in schools and supported seeking alternatives to full scale unionization.

PARENTS

Benevento, Suzanne Longo. "Parents' and Teachers' Perceptions of Parent Involvement and Participation in Catholic Schools." Ed.D., Fordham University, 1997.

Examined relationship between teachers' perceptions and parents' perceptions of parent involvement in Catholic schools and to assess relationship between parents' perceptions of involvement at their schools and their satisfaction with education their children were receiving. Samples of 122 parents and 86 teachers from 8 schools in Archdiocese of Newark, New Jersey, surveyed on Parent Involvement and Participation Scale. Parents also surveyed on their perceptions of quality of school. White parents perceived parents as more supportive of school than non-white parents. Perceptions of opportunities school provided for parents to learn about education and their children decreased, as did their perceptions of their involvement in personnel decisions, as educational and occupational background of parents increased. Greater the number of children in school, the lower parents' perceptions of parent involvement in shaping the school's budget and policies, and the lower their scores on parents as supporters of the school. Greater the number of years parents had children in school, the lower their perceptions of parents as shapers of school policies and lower their satisfaction with school. Parents who were members of parent association perceived parents as less involved in educational choices and were not as satisfied with school as parents not in parent association. The higher parents' perceptions of achievement of their children in school, the higher their perceptions of parental involvement and greater their satisfaction with the school. Parents' perceptions of parental involvement did not significantly differ from those of teachers, with the exception that parents saw themselves as able to participate in more learning activities about education and their children than did teachers. As parents' satisfaction with school increased, their perceptions of parents' involvement as teachers of their children and as shapers of school policies increased, and involvement as learners and as supporters of school decreased.

Chilampikunnel, Mani Augustine. "Parental Involvement and Students' Performance and Self-Esteem in Suburban and City Parochial Elementary (K-6) Schools." Ph.D., Fordham University, 1995.

Study was an exploratory, descriptive investigation of a parochial elementary school program in Westchester County and the Bronx, New York City, which sought to examine the relationship of parental involvement in school-related activities at home, school-home communication, and parental attitude toward school to students' academic performance, attendance, and self-esteem. Based primarily on research on social capital by Coleman and Hoffer (1987). Theoretical formulation and evidence examined suggested a relationship among parental involvement in school-related activities at home, school-home communication, and parental attitude toward school, and students' academic performance, attendance, and self-esteem. Multiple correlation and Pearson correlation analyses were used to test the hypotheses of this study. The Hopkins Survey of School and Family Connections (HSSFC), developed by Epstein and Salinas (1993) was used to determine the level and type of parental involvement. The Parent Involvement Questionnaire (PIQ), developed by the investigator, measured the degree of parental involvement in the elementary school program. The Personal Information Questionnaire was developed by the researcher to obtain pertinent socioeconomic and demographic data of the parents in this study. Participants in study included 317 elementary school children from 3 Catholic schools in Westchester County and 3 from the Bronx in New York City. Major findings indicated that parent involvement in school-related activities at home, school-home communication, and parental attitude toward school had a significant correlation with children's performance, attendance, and self-esteem. Parental involvement in school-related activities was the most important predictor of children's performance, attendance, and self-esteem. Study also found that students from Westchester County Catholic schools had significantly higher self-esteem and attendance than those from the Bronx. Conclusion drawn suggests that future researchers continue to examine parental involvement in these areas as they relate to student achievement.

Esposito, Monica Lucia. "Parents' Attitudes toward the Educational and Religious Alternatives for Their Elementary School Children: Roman Catholic Schools, Public Schools, and Parish-Catechetical Programs." Ed.D., University of San Francisco, 1993.

Study focused on parental choice among Roman Catholic schools, public schools, and parish-catechetical programs for 306 parents of 5th and 6th grade students. Identified relationships among demographics and selected constructs - superior goal attainment, strong mutual commitment, organizational jeopardy, and school environment - and subsequent parental choices. This ex-post-facto study is a replication of the survey by Erickson, MacDonald, Manley-Casimir and Busk (1979), with some modifications in the questionnaire Erickson used. Study employed 3 pair-wise t-tests with an .05 level of significance for each pair. Among the 3 types of schools, statisti-

cally significant differences emerged among various demographic data. Significant differences appeared between Catholic school parents and their public school counterparts in "superior goal attainment," and "strong mutual commitment." Significant differences appeared between Catholic school parents and the parish-catechetical program parents on the one hand and public school parents on the other. All 3 groups, especially the Catholic school parents, revealed strong concerns on "organizational jeopardy"; all 3 face a serious financial threat to their respective school environments; and all 3 exhibited stronger social cohesion than alienation in relation to their communities as to "school environments." Catholic school parents participated in their schools at higher rates than the other 2 parent groups did; they adhered to the uniqueness of their schools more than their counterparts did. Parents of children in Catholic schools and parish-catechetical programs attained optimally effective instructional environments to the degree they patronize such schools and report satisfaction with the educational programs. The element of free choice inspires parents to maintain a sense of shared purpose and community signifying, in essence, an ideal example of the Gemeinschaft model.

Gorman, Eileen Faherty. "Fostering the Holistic Development of the Child through Catholic School Parent Education Programs: Areas of Concern to Be Addressed by Parents, Administrators, and Teachers." Ed.D., University of San Francisco, 1996.

Purpose of this study was to investigate the areas of concern that parents, administrators, and teachers in the Catholic elementary schools of an archdiocese in California identified as parenting practices which would empower parents to promote the holistic development of the child. Methodology was survey research; utilized the Parenting Practices Questionnaire (McCormack, 1994), which assessed 3 perceptions of Catholic elementary school parents, administrators, and teachers: 1) parenting practices most important to the process of fostering the holistic development of children; 2) the degree to which the Catholic school assists parents in the formative areas of parenting; and 3) areas of parenting for which parents desired assistance and the areas perceived by administrators and teachers as practices in which parents need assistance. The 54 item Parenting Practices Questionnaire was based on literature which associated the psychosocial formation of children with family socialization, pro-social behavior, democratic family atmosphere, self-esteem, and identity formation. Results of survey indicated that all 3 groups rated the above 5 areas as very important practices. There were significant differences between the percentage of practices identified by both teachers and administrators in areas where parents need assistance. Teachers and administrators identified more than twice as many practices in which parents need assistance than did parents. Study emphasized need for Catholic schools to increase efforts to meet formative parenting needs through developing and providing comprehensive parent education programs.

Martens, Patricia F. "The Study of Parent-Child Communication about Sexuality as Implemented in the 'In God's Image' Program." Ph.D., Saint Louis University, 1996.

Study addressed the question of whether a sexuality education program can positively impact parent/child comfort with and communication about sexuality? Many parents do not talk with their children about sex; of those who do, many are not comfortable with the topic and/or address sexuality only in terms of lectures and admonitions on morality, disease, and pregnancy. This qualitative, multisite research explored the relationship between parent/child communication about sexuality and involvement in a comprehensive sexuality program designed to facilitate positive and comfortable parent/child communication. For 10 weeks, 115 eighth grade students from five racially and socio-economically diverse Catholic schools with no previous sexuality curriculum voluntarily participated in a sexuality program conducted at their school. Students discussed a worksheet with their parents after each lesson. When finished, focus groups were conducted with students and with 46 of their parents. Findings showed that comprehensive sexuality programs designed to involve parents do result in more frequent and more comfortable communications about sexuality for both parent and child. Students claimed an increase in Church teaching about sexuality and 79% maintained that the program had influenced them to postpone sexual involvement.

Payne, Paul Thomas. "Parent Perceptions of Religious and Lay Principals." Ed.D., Peabody College for Teachers of Vanderbilt University, 1989.

Six questions posited: 1) Are there differences in parent perceptions of religious leadership of lay and religious principals? 2) What qualities are perceived as important for positive religious leadership? 3) Do parents perceive students benefitting more spiritually under leadership of religious or lay principals? 4) Is there a difference in parent perceptions based on gender or age? 5) Is there a difference in parent perceptions based on number of years they attended Catholic elementary schools? and 6) Is there a difference in parent perceptions based on whether their children attended urban, rural, or both types of elementary schools? Data indicated there are some differences in parent perceptions of religious leadership of lay and religious principals based on gender and age of respondents, number of years they attended Catholic schools, and whether their children attend rural, urban, or both types of elementary schools. Rural parents perceived sisters to benefit students more spiritually than lay persons. Trust considered most important religious quality. Recommendations included: 1) similar studies should be conducted to validate survey instrument; 2) replication of study should be conducted in other dioceses with similar sociodemographic characteristics to ascertain extent to which these findings are generalizable; 3) similar

study should be conducted using different parent income brackets to determine if parents with higher incomes would choose different qualities of religious leadership than parents with lower incomes; 4) Catholic higher educational institutions should develop and implement educational leadership curricula and grant Catholic school administration certificates; 5) findings should be disseminated through diocesan publications; 6) additional studies should be conducted to investigate disparity between rural and urban respondents' perceptions of student spiritual benefit by religious and lay principals; 7) replication of study should include definitions of witness of the Gospel, trust, fairness, and openness; 8) replication of study should include a true Likert scale in survey instrument; and 9) investigators replicating this study should be cautious in using qualifiers such as better and more.

Saunders, William Paul. "The Impact of the Family's Social Capital on the Religious Outcomes of Eighth-Grade Students in Catholic Elementary Schools." Ph.D., The Catholic University of America, 1992.

Purpose of study was to investigate the impact of the family's social capital on the religious outcomes of 8th grade students in Catholic elementary schools. A sample of 248 students and their parents was drawn from 15 elementary schools in the Diocese of Arlington, Virginia. Each student and the parent most involved in the academic and social activities of the student completed the questionnaires. Sample was partitioned into 3 groups: students with 2 Catholic parents; students with parents of mixed religious backgrounds; and students of single parent families. Descriptive and multiple regression statistics were used in analyzing the data. Parents reported strong and positive sentiments about religious, academic, and social values and interactions with their students. These measures were then operationalized as predictors. Religious predictors enhanced the prediction of most religious outcomes, particularly those involving practice, beyond the effect of the academic and social predictors. The student's perception of the school was also strong Û and positive, and accounted for the significant prediction of several religious outcomes, particularly those of a cognitive nature. Limited evidence emerged which indicated that a strong set of religious predictors does compensate for a structural deficiency, i.e. a single parent family, and a functional deficiency, i.e. a family with parents of different religious backgrounds in the family. In sum, the strong religious predictors have the ability to cohere with the academic and social predictors to create a positive religious dimension within the family, which generates social capital. This religious dimension, which is reinforced by both the school and the Church, has a positive impact upon the religious outcomes of the students.

Shikwana, Therese Hermiz. "The Relationship of Socioeconomic Status of Chaldean Parents and Their Children's Education." Ed.D., Wayne State University, 1997.

Nonexperimental, descriptive research design used; total of 300 Chaldean parents who attended church in the 5 Chaldean Catholic Churches in Wayne and Oakland counties asked to participate. Had children in public and private high schools in Wayne, Macomb, and Oakland counties. Asked to complete original survey instrument designed to collect data on perceptions of Chaldean parents regarding importance of education and working by high school students. Survey written in Arabic and English to allow new immigrants and others with limited English proficiency to participate in study. Instrument also obtained information regarding background characteristics of parents and their employment histories. Five focus groups held to obtain additional information regarding perceptions of their children working while in high school. Major findings showed that most Chaldean parents had obtained a high school diploma and were self-employed; that they encouraged children to earn high school diploma and pursue higher educational opportunities though most of children worked while in high school. Majority of parents claimed they would be disappointed if any of their children decided to quit school; were positive regarding value of education. No differences found between parents by socioeconomic status. Older parents and those with less education differed significantly from those who were younger and with higher levels of education on their children working and problems associated with work and going to school. Responses from focus groups supported findings of study.

Smrekar, Claire Elizabeth. "Building Community: The Influence of School Organization on Family-School Interactions." Ph.D., Stanford University, 1994.

Dissertation builds on recent research on the influence of class and culture on parents' interactions with schools by exploring the interaction between cultural capital and institutional characteristics of schooling. Blends an organizational study with issues of social stratification by examining the nature and quality of family-school interactions across social class in 3 organizationally different school settings - a Catholic elementary school, a magnet elementary school, and a public neighborhood elementary school. Describes the elements of social class which affect the process through which parents participate in their children's schooling; examines how these elements influence the nature and quality of family-school interactions; and explains the ways in which school organizational arrangements mediate the influence of cultural capital on family-school interactions. The qualitative, multiple-case study methodology adopted corresponds to the nature of the research questions. Series of semi-structured interviews was audiotaped with parents, principals, teachers, school secretaries, parent outreach coordinators, and PTA officers from each of the 3 schools. Observations of interactions between parents and school officials, and the examination of school documents, were completed during the 15 month study. Found that differences in income and material resources among parents were dwarfed by overarching influences which transcended social class within the band of upper-middle to lower-middle class. This symmetry was grounded in the nature of

family organization in response to parents' employment status. The intersection of work and family lives produces patterns of stress and corresponding rhythms of accommodation and adaptation which direct families in their relationships with schools. School organizational processes and structures which promote social cohesion, commitment, and communication are a powerful means of mediating the influence of social class on family-school relations. These conditions were evidenced in the magnet school study.

Sullivan, Hannah Calista. "Parents' Perceptions of Quality and Staff Composition in the Catholic Schools of the Diocese of Fall River." Ed.D., Boston College, 1995.

Study examined the perceptions of parents regarding the important aspects of a program of quality education and the effectiveness of lay persons and religious in delivering the program in the Catholic schools of the Diocese of Fall River, Massachusetts. Literature review reflected a change from religious instruction and formation to academic quality in parents' primary reasons for choosing Catholic schools. The literature also surfaced the parents' concern regarding the effects on the schools of the decline in the number of religious, and the increase in the number of lay persons. Data were obtained through a questionnaire and structured interviews. Respondents included 465 parents with children in the Catholic schools in the diocese. Dependent variables were the parents' perceptions as measured by the 20 statements naming what quality education in a Catholic school should include. The independent variables were the respondents' age and education, the grade level of their children, and the administrator of their children's school. A chi square test was used to test statistical significance between the observed and expected frequencies, A test and a one-way analysis of variance were used to compare the responses of the different groups. Percentages were used to determine characteristics with which the parents most strongly agreed and to determine the kind of staff parents perceived best fostered those characteristics. Parents showed interest in strong academic programs, but also equally strong interest in moral and value development. Statistical data seemed to support that perceptions of parents were not significantly affected by the grade level of their children and by the administrator of the school. A majority of parents perceived that it made no difference who fostered characteristics associated with academics and values; a majority of parents perceived that religious would do the better job of fostering characteristics associated with religion.

Sullivan, Mary Jane. "Parental Rationale for Initiating Academic Year Transfer of Their Child from Public to Private School: A Two-Year Examination in Fayette County, Kentucky." Ed.D., University of Kentucky, 1989.

Purposes to: 1) describe academic and family characteristics of students who transferred from a Fayette County public school to a private school during the 1986-87 or 1987-88 academic year; 2) determine reasons for transfer as stated by parents; 3) determine type of private school in which students enrolled; and 4) describe relationships between the variables. Census records kept by Fayette County Public School personnel provided gender, race, grade level, school building, special education enrollment and year of withdrawal for the 195 students who transferred. Frequency distributions revealed transferred students were not clustered by academic characteristics, and majority of transfers occurred during 2nd year of study. 32 item instrument sent to parents of transferee students to gather information about family characteristics (parent educational history, sibling educational enrollment, length of Fayette County residency, income levels) and type of private schools selected. Parents asked to indicate amount of influence each of 19 reasons had on transfer decision, and to select most influential. 67 usable surveys returned. Most parents had been educated in public schools and had "some college." Siblings of transferred students were evenly enrolled in public and private schools. Families were long-time residents (15+ years) of County, and income evenly divided between ranges of $20,000 to $39,999 and $40,000 to $79,999. Most transferred students were enrolled in fundamentalist Christian schools, followed closely by Independent schools and Catholic schools. reasons for withdrawal tended to be categorized as social; especially noted were "behavior of other students" and "lack of discipline." Academic reasons were centered at classroom level; moral reasons influenced the majority, though few parents transferred children for moral reasons alone. Chi-square analyses revealed significant relationships between income and type of private school chosen. Higher income families tended to enroll children in Independent schools, as did parents with higher levels of education. Recommendations include instigation of tracking system for student transfers, including follow-up parent survey to ascertain reasons for withdrawal and type of private school selected.

Thomson, Catherine Quinn. "Parents' and Principals' Perceptions of Parental Involvement in Catholic Elementary Schools." Ed.D., University of San Francisco, 1990.

Purpose to discover extent of discrepancy between theory and practice of parental participation in elementary schools of Archdiocese of San Francisco. Investigated parents' perceptions of their actual versus ideal participation in decision making and implementation process at schools in which their children were enrolled. Concomitantly, study examined principals' perceptions of parents' actual versus ideal participation. Two dimensions of decision making and implementation were delimited to following 5 areas: school policy, program development, school finance, public relations, and school evaluation. Survey design used. Population consisted of parents and principals of 69 Catholic elementary schools in Archdiocese. Schools located in San Francisco, San Mateo, and Marin counties. A stratified and proportional sample of parents, selected on basis of race/ethnicity, used to obtain

greater degree of representation. Data reflect parents believed little correlation existed between actual and ideal involvement. Parents' responses (between actual and ideal) were closest in area of finance and most distant in area of school policy. Correlation scores between actual and ideal for both parents and principals were closest in area of school evaluation (parents r =.59 and principals r =.61). Parents showed biggest difference between actual and ideal scores in area of school policy. In contrast to principals, biggest difference between actual and ideal scores was in area of public relations. Both groups believed there should be more ideal parental involvement; however, these groups showed that they were not in agreement about ideal involvement except in area of program development. All ethnic groups believed there was difference between actual and ideal involvement. Differences not statistically significant.

PLANNING

Crawford, Mark J. "Cooperation, Commitment, and Consent: A Study in Educational Authority." Ed.D., State University of New York at Buffalo, 1991.

Study considered a planning process known as regionalization, a form of school reorganization, the implementation of which resulted in the modification of authority structures for some Catholic schools in the Diocese of Buffalo. Guiding instrument for study was a theory of power which is based upon the concepts of consent and mutual respect. Study addressed both practical and theoretical interests. On the practical side, was an opportunity to analyze a structured response to the serious problem of decline in Buffalo's Catholic schools. Critical issues of educational authority were identified and described, resulting in the discovery of certain strengths and weaknesses of the process. The 1st of 3 theoretical interests of the study was to provide a description of how a theory of power served to guide the development of the concept of regionalization, particularly in the area of educational authority. The 2nd interest was to use the power theory as a means of describing changes that occurred within structures of educational authority in some Catholic schools. The 3rd involved a possible extension of the power theory used to guide this study.

Pulver, Wayne Robert, Jr. "The Determinants of Demand for Catholic Secondary Education: A Study of the Albany (New York) Diocese." Ph.D., University of Notre Dame, 1993.

Study sought to determine what aspects of Catholic secondary education households prefer in order to gain a better understanding of the decline in effective demand. Household demand analyzed by modeling the outcome of realized demand, enrollment, as a function of several educational demand characteristics, including income, tuition, implicit costs, quality of public education substitutes, educational characteristics of Catholic schools and their substitutes, and segregation. Study limited to the Albany, NY, diocese. Data at the census tract level were used in a group logit model for both urban and non-urban households. The outcomes of the models attempt to measure the effect that each of the demand factors had on enrollment. Analysis concluded that price and quality of Catholic secondary schools were most significant for non-urban households. These factors of demand were readily determinable for non-urban households; study failed to demonstrate a strong relationship between enrollment and the independent variables for urban households. The failure of the model to either discern between the differing preferences of urban households, or to cope with the highly correlated preferences of urban households, are cited as reasons for the poor performance of the urban model. Since it was students from non-urban households which make up the majority of enrollees, study recommends that policy prescriptions, including the provision of more transportation opportunities and better resource provision, be aimed at these households.

REFORM, RESTRUCTURING

Bowman, Lawrence Michael. "Catholic School Response to Public School Reform: A National Review - A Kentucky Perspective." Ed.D., Spalding University, 1996.

Purpose of study was to survey and describe the impact of public school reform on the Catholic schools of Kentucky since the adoption of the Kentucky Education Reform Act (KERA). Also examined the degree to which Catholic educational leaders understood and supported public school reform in Kentucky and other states, and dioceses. Data gathered from 45 states and the District of Columbia (90.2% rate), and from 105 of the 147 Kentucky Catholic schools (71.4 % rate). Two survey instruments designed to gather information from Catholic conference directors and diocesan superintendents. Third survey instrument designed for Catholic school principals in Kentucky. The 4 page surveys contained demographic questions; questions on support, opposition to or neutrality toward reform; and 50 reaction statements to demonstrate Catholic school understanding and implementation of public school reform elements. The Kentucky instrument contained several open-ended questions to illustrate which reform elements were actually being implemented and which were having a positive or negative impact on Catholic schools. Research included an examination of educational reform in the 1980s and 1990s; a review of the American Catholic bishops' 1986 statement on educational reform in the United States; and a discussion of recent Catholic school successes as precursor to support for reform. Specific aspects of KERA were discussed with emphasis on Catholic school reaction to this comprehensive endeavor. Findings of study included: 1) That Catholic educational leaders around the country and in Kentucky were knowledgeable about public school reform and saw it as a positive and necessary movement. 2) That, in general, there are no legal impediments to voluntary Catholic school participation in reform and that most Catholic schools could and are benefiting from implementing applicable components. 3) That Catholic educational leaders were strong believers in reform which empowers parents and encourages community involvement. 4) That, when viewed geographically, Midwest Catholic educators were the most supportive of reform while those from the East were least supportive. 5) That in Kentucky principals from urban and suburban schools were the most supportive of KERA while principals of rural schools tended to be less supportive.

Donohue, Rosemary T. "Restructuring: Catholic Schools Answer the Call." Ph.D., Boston College, 1992.

Purpose of study was to investigate the current national call to restructure America's schools as this call applied to Catholic schools. Additional purpose was to identify the primary focus areas of restructuring for Catholic schools. Study used survey research methodology to gather descriptive data from the major categories of professional educators engaged in the Catholic parish elementary schools: diocesan office administrators, local school administrators, and full-time teachers. Researcher created a survey instrument that would assess respondents' perceptions of the primary focus areas of restructuring for Catholic schools. Major research question of this study proposed that restructuring implied change relative to 4 focus areas: School Governance, Decision-Making, School Organization, and Teacher Practices. Analysis of data described the ratings and rankings of the respondents relative to the aforementioned focus areas. Ratings ranged from not completely necessary to somewhat necessary. Rankings indicated the priority as each need area should be addressed. Overall result of the analysis of data suggested that the professional educators engaged in the Catholic parish elementary schools perceived restructuring as a process to be engaged in rather than an outcome to be achieved. Total years of experience in Catholic education had no significant impact on educators' perceptions of the primary focus areas of restructuring.

McCoy, Elizabeth Jane. "Visioning for Organizational Restructuring." Ph.D., Boston College, 1995.

Case study method of descriptive research examined 4 visioning instruments successfully used in 4 different settings: a public middle school, a Catholic elementary school, a national business, and a medical center. Through a case study approach, the visioning instruments were subjected to a comparative analysis. The Catholic elementary school's visioning instrument, the R.I.C.E. Process, designed by the researcher, is compared to the other 3 visioning instruments to ascertain differences and similarities. The visioning instruments in each organization were explored in 6 areas: 1) visioning; 2) restructuring; 3) authority structures; 4) communication systems; 5) decision-making procedures; and 6) staff and program development. In a qualitative design, information was gathered for analysis through interviews, artifacts, and fieldnotes. A discussion of "focus" and "process" revealed "principles" operative in the visioning instruments. In the analysis of descriptive data on "focus," similarities existed in the definitions of visioning, sources of visioning, and characteristics of the visioning instruments. The data revealed differences at each site in the use or non-use of symbols. Another notable difference was how the shift from a traditional perspective to a modern worldview was presented at each organization. At all 4 sites, in the

analysis of data on "process," similarities existed in the following areas: 1) restructuring as a dynamic process; 2) shared responsibility through teamwork; 3) public recognition of achievements in values; 4) structures for idea generation; 5) technology as an essential tool; 6) comprehensive staff development programs; 7) involvement of all constituencies; and 8) focus of resources on mission. The data on "process" further revealed differences in how the visioning instruments were initially designed. The manner in which the visioning processes unfolded was distinct at the various sites; the process promoted a system-wide change or area-wide change. In summarizing the findings on "focus" and "process" for the 4 visioning instruments, the researcher suggests 3 operating "principles" of successful organizations in each of the 6 areas under study. Chief among the principles was that a reflective process is critical to an organization wanting to provide quality service. Reflection, lifelong learning, ongoing planning, participation, and evaluation are key features of the R.I.C.E. Process, and the visioning instruments are at the national business, middle school, and medical center.

RELIGION, FAITH, MORALITY, VALUES

Clark, Edward William. "The Communal Charism of Education and Its Application to Catholic High Schools in the United States." S.T.D., Pontificia Universitas Gregoriana, 1988.

Shared communal charism is most critical characteristic distinguishing truly Catholic school from all other educational institutions. Recognition of this factor provides essential contribution to development of accurate and effective theology of education. First chapter presents various theological models of education currently operative within Catholic high schools of U.S., with critical evaluation of their strengths and weaknesses. Concept of communal charism of education tentatively offered as corrective and unifying factor that preserves strengths and compensates for weaknesses of each model. Nature, characteristics and historical development of charisms within Church are discussed in 2nd and 3rd chapters, establishing presence of communal charisms within Church. General criteria identifying communal charisms are determined from study of general charism of religious life and particular charisms of religious institutes. Application of these criteria to Catholic education establishes presence of communal charism as distinguishing characteristic of truly Catholic school in 4th chapter. Concluding section deals with implications of this theory for operation and further development of Catholic high schools in U.S.

Cook, Timothy Jay. "A Study of the Religious Literacy of Catholic High School Educators." Ph.D., Boston College, 1990.

Purpose to investigate religious literacy of Catholic high school professional staff in Diocese of Erie, PA and compare knowledge levels relative to certain status characteristics, i.e., religious affiliation, vocation, years working in a Catholic school, years attending Catholic schools, type of high school attended, decade of Catholic high school graduation, type of college attended, decade of Catholic college graduation, and type of teacher-certifying institution attended. Data collected by administering 64 item knowledge section of the NCEA's Assessment of Catholic Religious Education-Level III (ACRE III) on site to the Catholic secondary educators in Erie. 248 of possible 257 participants completed survey for rate of 96.5%. Analysis of variance used to test all 9 hypotheses. In addition to ANOVA's, a correlation matrix using Pearson r was constructed to examine interrelationship of all dependent variables (total and subscale scores). and all independent variables (descriptors). Stepwise multiple regression run to determine which variable was best predictor of ACRE total score. Post hoc demographic analysis using two-way tables was done; .05 level of significance was applied. Significant differences in ACRE total score were found relative to each status characteristic save decade of Catholic college graduation. Following subgroups scored higher than their counterparts: Catholics, priests/sisters, those with more work experience in Catholic schools, those with more years of Catholic education, Catholic high school graduates, Catholic high school graduates of the 1960s, Catholic college graduates, and Catholic college teacher certification program graduates. Independent variable found to be best predictor of ACRE TOTAL was years of Catholic education. Post hoc analysis did uncover possible demographic trends. Results of study suggest need to intensify staff religious development in area of religious knowledge.

Donovan, Aine. "The Philosophy of Moral Education and the Cultivation of Virtue: An Inquiry into Teachers' Perceptions of Themselves as Moral Educators." Ed.D., University of San Francisco, 1995.

With the increase of lay faculty members in Jesuit secondary schools the question arose whether the ideal of the teacher as moral educator is being cultivated and accepted by faculty members who represent a wide array of philosophical orientations. Western philosophical literature served as the framework for this study on teachers' self-perceptions. The historical lineage of moral education was analyzed in relation to the major trends which are influencing the current educational climate. These trends were then categorized into 4 groupings: philosophical, psychological, educational, and religious. Analysis of these trends showed a strong emphasis on relativism as the underpinning for contemporary moral education. The Ignatian vision, with its stated ideal of the common good, runs contrary to the contemporary urge for secular relativism. Therefore, a sampling of 1st and 2nd year lay teachers in 4 Jesuit secondary schools were interviewed to determine their perceptions of themselves as moral educators. The following conclusions were drawn from the findings: 1) Half of the participants held to, and justified, a relativistic orientation; the remaining participants were nonrelativistic in their approaches to moral education. They varied widely, however, in the pedagogical methods utilized in pursuit of the good. 2) Teachers who themselves attended Catholic schools were slightly more likely to perceive of themselves as moral educators. 3) The overwhelming majority of the participants were unfamiliar with Ignatian ideals and pedagogy. 4) Jesuit sec-

ondary schools are lacking a systematic approach toward staff development which would increase professional expertise and spiritual awareness of the goals of Jesuit education.

Dorsey, Jeannette Holmes. "The Role of the Catholic Elementary Teacher as Model of Gospel Values." Ed.D., University of San Francisco, 1992.

With the decline of professed religious in the schools, the increase of non-Catholic teachers, and the absence of Catholic education for many teachers, there is a growing concern about the Catholicity of Catholic elementary schools. Papal and episcopal documents on education since Vatican II formed the philosophical framework for this study and imitation social learning theory formed the theoretical framework. Using a researcher-designed questionnaire, teachers identified the degree of their awareness of Church documents on education and the degree to which they modeled Gospel values in the classroom. Principals and students also evaluated the teachers as models of Gospel values. One hundred twelve Catholic elementary 5th, 6th, 7th, and 8th grade teachers, 27 principals, and 398 students participated in the study. The following conclusions were drawn from the findings: 1) Teachers were perceived as modeling Gospel values in the classroom by the teachers, their principals, and their students. 2) The more hours of religious in-service activities that a teacher attended, the stronger was his/her self-perception as a model of Gospel values. The more recent the in-service, the greater the effect on the perception. 3) Teachers who themselves attended a Catholic school rated themselves higher as models of Gospel values than those who never attended a Catholic school; the more years in attendance, the greater the self-perception. 4) Both Catholic and non-Catholic teachers perceived themselves as modeling Gospel values in the classroom; the conclusions do not support the hiring of Catholic teachers who had never attended a Catholic school over non-Catholic teachers. 5) The majority of the teachers were not familiar with Church documents on Catholic education. The more familiar they were, the more likely they were to model Gospel values.

Duval, Mary Walter. "The Effects of a Value-Centered Curriculum on the Attitudes of Catholic High School Seniors toward the Role of Women, Economic Poverty, and Racial Injustice." Ed.D., University of San Francisco, 1990.

Purpose to examine effects of value-centered curriculum on changing attitudes of seniors at the Academy of Holy Angels toward the role of women, economic poverty, and racial injustice. Data presented on student attitudes before and after all subjects took a required Social Justice course and some took an elective Christian Service course. Data on pretest and posttest are reported by gender, religion, family income, race, geographic location and home environment. Data also presented on posttest differences for students who took Social Justice course and Christian service course consecutively and concurrently. 122 item assessment instrument, Survey of Attitudes Toward Selected Social Issues in the Church was administered Trimester 1 to all seniors (n=157). During Trimester 2 110 seniors took required Social Justice course. During Trimester 3 94 seniors took elective Christian Service course and remaining 47 seniors took required Social Justice course. Instrument given Trimester 1 was administered at end of Trimester 3. Findings indicate that males showed less desirable attitudes toward role of women than did females. Males experienced greater positive attitude change over time. Data indicates that attitudes of both males and females changed after taking both courses. Comparisons on all other demographics in study indicate very slight, if any, statistically or educationally significant differences from pretest to posttest. Demographics did not account for much difference in social attitudes. Only a slight difference in attitude mean scores between students who took only Social Justice course and students who took the 2 courses. Intervention of course of study did make some difference for all students, especially if they took Social Justice course and Christian service course. Greatest change in attitude took place with students who took 2 courses consecutively rather than concurrently. Seems to indicate that length of treatment exposure does have significant effect on attitude change. Overall message is that student attitudes are malleable and that Catholic schools should respond to the Church's call for social justice education.

Fredericksen, Phyllis Fornear. "A Study of the Transescent in Catholic Elementary Schools: Middle School Programs versus Traditional Junior High Programs." Ed.D., Saint Louis University, 1996.

Study compared 2 Catholic elementary schools which provide a middle school program for students in grades 6,7, and 8 with 2 Catholic elementary schools which provide a traditional junior high school program for students in grades 7 and 8. The population was comprised of 187 8th grade students in these 4 schools. Data were collected from 3 sources. Academic success was measured using the Equal Interval Scores of the total battery from the National Achievement Test (American Testonics Corporation). Peer relationships were measured using the Index of Peer Relations (WALMYR Publishing Company). Attitude toward Catholic beliefs was measured using the Assessment of Catholic Religious Education (National Catholic Educational Association). The independent variable is the implementation of a middle school program consisting of at least 4 of the characteristics associated with effective middle school programs; and the dependent variable is the students' academic success, attitude toward peer relationships and attitude toward Catholic beliefs. Mean, median, mode and standard deviation were calculated for each group of scores. A t-test was calculated for each test to determine the level of significance for the means. The results indicated that there is no difference in academic success or peer relationships between 8th graders enrolled in a Catholic elementary school which provides a middle school program from those which

provide a junior high school program. Findings indicated a positive correlation between Catholic elementary schools which provide a middle school program and the attitude of 8th graders toward Catholic beliefs. Recommendations for further study included: 1) using different instruments and methods to measure academic success; 2) comparison and study of methods used by teachers in each type of program; 3) separating students by gender to determine if middle school programs or traditional junior high programs are more gender-equal; 4) conducting research on Advisory programs used in Catholic elementary school middle level programs to determine if Advisory had a positive effect on peer relationships; 5) conducting research on Advisory programs in Catholic elementary school middle level programs to determine if Advisory has a positive effect on attitudes toward Catholic beliefs; and 6) conducting a study 4 years in the future to ascertain memories, attitudes and perceptions of the students' middle school experiences.

Galetto, Paul William. "An Analysis of the Knowledge, Beliefs and Sense of Efficacy of Lay Teachers of Religion in Catholic Elementary Schools." Ph.D., The Catholic University of America, 1995.

Study examined lay teachers of religion in Catholic elementary schools in the United States. The 3 major variables were knowledge and belief of Church teachings, and sense of efficacy. Glock and Stark's (1968) description of the construct of religiosity with 4 of its 5 dimensions - knowledge, belief, ritual and consequential - was used as the basis for this study. These were respectively juxtaposed with 4 characteristics of religion teachers as identified in documents of the Catholic Church - knowledge of Church teaching, fidelity to the Magisterium, model of Christian lifestyle, and the desire to see the faith engendered in students. Efficacy was based upon the work of Bandura (1977), Ashton (1984), and Gibson and Dembo (1984), and was measured for overall teaching and the teaching of religion. Study involved a national random cluster survey (n=2291) of lay teachers of religion. An author-composed, 130 question instrument was returned by the teachers. Data covered the following areas: demographics, teacher preparation, teacher opinion, appraisal of Church teaching (25 items), and devotional and ritual practices. Data were analyzed primarily through the use of stepwise regression analysis with accompanying t-tests and ANOVAs. Major findings revealed that the more formal the religious education and preparation of the teachers, the more informed they are about Church teachings as well as the higher likelihood that they would believe these teachings. Efficacy was primarily related to student achievement, teaching enjoyment, and the sense that teachers have that they make a difference in the faith life of the student. The relationship between knowledge of Church teaching and efficacy in teaching religion was so small that no practical implications are feasible. Teachers were more likely to know Church teachings dealing with general Christian dogma, e.g., existence of God, and Church moral teaching, e.g., on abortion; were less likely to know the Church's position on social justice issues, e.g., euthanasia, and particular Catholic dogma, e.g., infallibility. Teachers were more likely to hold personally the Church's position on Christian dogma and social justice and less likely to hold what the Church teaches in moral issues and particular Catholic dogma.

Glynn, Lori M. "The Human Face of AIDS." Ed.D., University of St. Thomas, 1997.

Qualitative case study is descriptive story of 6 Catholic school teachers and the experience they shared with AIDS. Teachers experienced AIDS through their friend and colleague, Dan, who in course of a year died of AIDS. Narratives revealed common threads of meaning and shaped human face of AIDS. Study breaks silence around AIDS and surfaces need for further study of issues involved, especially as they pertain to Catholic schools.

Hoatson, Robert Martin. "A Study of the Self-Described Religious Beliefs, Values, and Attitudes of Catholic Secondary School Lay Teachers." Ph.D., Fordham University, 1988.

Main purpose to identify religious values, attitudes, and beliefs of Catholic secondary school lay teachers as defined by teaches themselves. Based on theory that lay teachers' self-defined religious values, attitudes, and beliefs might be radically different from or closely related to prior NCEA study. Theoretical rationale based primarily on 5 areas: past and present treatment of laity as revealed through church documents, theories associated with organizational role of laity and its effect on religiosity, theories of leadership and their application to potential of laity, importance of language in understanding organizations, and organizational culture as major factor in determining a group's values, attitudes, and beliefs. Study used grounded theory method of Glaser and Strauss (1967). Intensive taped interviews conducted using open-ended questions. Series of 8 questions asked of each of 50 participants and data coded according to constant-comparative method of Glaser and Strauss. Following conclusions noteworthy: 1) Church documents/literature are written almost exclusively by clerics and religious; authority and leadership positions in Church controlled by clergy and religious. 2) Language of laity is not the language of the official Church; lay persons do not converse in it. 3) Lay teachers are excitingly devoted to their Church and the Catholic school. 4) Lay teacher culture is grounded in reality, in everyday events of life; it is characterized by emotive language. 5) Lay teacher relies on actions more than words to exhibit Christianity/Catholicity. 6) Staff development programs in Catholic schools must address felt needs and religious experiences of lay teachers. 7) The lay teacher is confident that the Catholicity of Catholic schools will be maintained with all-lay or predominantly lay faculties.

Kralemann, Stephanie Ann. "The Perceptions of Elementary Principals in the Archdiocese of Saint Louis Regarding Their Spiritual Leadership and Ministerial Role." Ed.D., Saint Louis University, 1993.

Study was an attempt "to explore the attitudes, beliefs, experiences and viewpoints of elementary principals regarding specific pastoral and spiritual competencies relative to ministerial work. Maintains that Catholic school principals have as their first priority the building of a Catholic Christian community of faith. Holds that Catholic school principals need to re-clarify the unique identity of the Catholic school and continue to redevelop leadership skills that lead to deepening the religious dimension of the school and their own personal convictions. Utilized a research design that incorporated a triangulation of focus groups and individual interviews. A series of 21 questions asked of lay and religious male and female principals on spirituality, ministry, relationships, and leadership. Concluded the need for on-going dialogue among those who aspire to Church leadership with resulting goal of more effective pastoral and spiritual leadership.

Krebbs, Mary Jane. "A Case Study: Infusing Catholic Values throughout the Curriculum." Ph.D., Fordham University, 1997.

Study looked at use of Educational Community Opportunity for Stewardship (ECOS) as vehicle to accomplish infusion of values throughout Catholic school curriculum and to analyze effects of ECOS on teaching/learning process in 3 schools that served as pilots for infusion process. Techniques to collect data included a survey questionnaire that was administered to 119 teachers in 11 schools throughout a diocesan school system. 3 schools chosen as case study sites as result. Also utilized interviews with volunteer teachers and administrators from the 3 schools, using questions from an interview guide developed by researcher. Document analysis and observations included as data sources. Qualitative data organized by themes that emerged from survey and interviews. Found that participants believe that values education should be a component of curriculum in Catholic schools and that ECOS provided appropriate and effective instrument to formalize infusion of values throughout curriculum. Participants enjoyed ECOS common training process; increased their awareness of values infusion as primary component of Catholic identity. Also found there was no designed follow-up that would enable or encourage principals or teachers to continue to implement ECOS. No infrastructure provided that would continue to promote the change after inservice workshop had occurred. Concluded that ECOS provided initial step but that level of commitment on local and central levels to sustain and stabilize values infusion project left too much to chance; institutionalization phase of infusion of Catholic values not as yet realized.

Lacey, Candace H. "A Study of the Value Preferences of Teachers in the Roman Catholic Secondary Schools in the Archdiocese of Miami." Ph.D., Barry University School of Education, 1997.

Two research questions and 24 operational questions developed to establish baseline data on value preferences of these teachers. Identification of group mean scores and determination of shared values among subgroups may be helpful in understanding what motivates teachers in their selection, retention, and attrition decisions. Data collected from stratified random sample of full-time secondary school teachers (n=187) from 11 Roman Catholic schools in Archdiocese of Miami. Respondents completed a brief demographic profile and survey instrument, The Study of Values. Mean scores and analyses of variance tests concluded that Religious value orientation was dominant preference for group. Values for subgroups men and women were significantly different for the Aesthetic and Theoretical values. Significant difference found between lay and religious faculty members for Religious value. No significant difference found for teacher across years of experience groups. Implications for practice and recommendations for future research given.

Lanckton, Alice Keidan. "How Seventh and Eighth-Grade Teachers Perceive Their Role as Moral Educators." Ed.D., Boston University, 1992.

Study investigated teachers' perceptions of their role as moral educators. Thirty 7th and 8th grade teachers of social studies or language arts were interviewed about their interpretations of the teacher's role as moral educator, their feelings about taking that role, the substance of moral education they offer, disparities between their view and that of the administration or parents, and their preparation for the role. Ten teachers each from public urban, public suburban, and Catholic parochial schools participated. Most teachers considered moral education their most important task and found satisfaction in this role. The teachers sought to transmit individualistic values as role models and preachers, using also academic curriculum and co-curricular activities. More parochial than public school teachers emphasized community service. Teachers in all schools used and endorsed published moral education programs. Teachers said their training for moral education came mainly from workshops, faculty groups, their own parents, and childhood education. Most reported that they individually chose values to emphasize and their own means of conveying them. Many appreciated the support of faculty groups (clusters), loyalty to a leader, or adherence to a school philosophy. To be better prepared as moral educators, pre-service and in-service teachers should study about moral education, cooperative education and clusters. Administrators should also work with teachers to develop a coherent moral vision for each school.

Laneri, Margaret Catherine. "An Evaluation of a Values Based Sex Education Program, Students' Levels of Moral Judgment, Sexual Knowledge, and Self-Esteem, and Their Impact on Attitudes toward

High Risk Sexual Behavior." Ph.D., Loyola University of Chicago, 1995.

Participants included 180 9th grade students (99 males and 81 females) between the ages of 12 and 16 at 2 inner city Catholic high schools in a large Midwestern city. There were 100 Hispanic, 53 African American, 7 Caucasian, and 20 unknown students. Were randomly divided into experimental and control groups consisting of 85 students each. A pre-post, follow-up, quasi-experimental, longitudinal design was used. The experimental group received the values based sex education program, while the comparison group did not. All students completed questionnaires assessing levels of self-esteem, moral judgment, sexual knowledge, and attitudes toward high risk, and pre-marital sexual behavior. Differences in attitudes toward sex between treatment group and comparison group participants at Times 1, 2, and 3 were examined using a univariate analysis of variance. Results indicated that adolescents who participated in the values based sex education program (treatment group) did not have significantly better adolescent attitudes toward sex as measured by either of the attitudinal measures. Regression analyses indicated that adolescents with high levels of self-esteem and moral judgment did not have significantly better attitudes toward sex. Despite the nonsignificance of these results, they did suggest that sexual knowledge was a better predictor of attitude toward sex than either high levels of self-esteem or moral judgment. Racial differences were examined using analyses of variance. At Time 3, there was a significant difference ($p < .05$) between the 3 largest racial groups identified in the sample population for the AKAT-A (attitude portion only). At Time 3, African American students had significantly more liberal attitudes toward sex than Hispanic students. Caucasian students consistently had significantly higher self-esteem scores than African American students, and Caucasian students had significantly higher knowledge scores than Hispanic students at Time 1. No significant racial differences were found for the Defining Issues Test, measuring moral judgment.

Manning, William Henry. "The Influence of the Home and School on the Religious Socialization of Puerto Rican Youth." Ph.D., Fordham University, 1990.

Attempted to examine intergenerational similarities and differences concerning faith development expectations grandparents and parents in the Puerto Rican family had of their adolescent son/daughter who was in his/her senior year of Catholic high school. Also sought to determine to what extent the Puerto Rican family identified with a particular parish, its form of worship, and its religious traditions. Sample included 27 persons who were randomly selected from intergenerationally linked Puerto Rican families made up of grandparents, parents, and students (9 persons formed each group) who lived in New York City. 3 questionnaires used to collect data. Major findings were: 1) generally speaking, differences found within home that had effect on religious development of Puerto Rican youth were attributed to family instability, divorce, and an ambivalent attitude of parents toward active teenage sexuality; 2) high degree of discontinuity existed between each generation with respect to influence home had on religious development of youth; 3) majority of respondents had weak identification with their local parish due to divorce and a lack of sense of belonging; 4) attitudes of majority of parents and students toward religious education program of respective high schools was very positive and school proved to be strong reinforcer of values and student morale. Major conclusions were: 1) age of arrival in New York City determined devotional and religious characteristics of Puerto Rican immigrants in study; 2) parents who regularly communicated with their children by talking with them about God and by religious environment they provided in home positively influenced religious development of their children; 3) role of parents as transmitters of religious faith values was on decline primarily because of divorce; 4) reception of Sacrament of Penance was problematic for each generation of respondents; and 5) the Catholic high school met the expectations of parents with respect to their children's religious development.

O'Neill, Grace Anne. "Creation and Resolution of Dilemmas by Early Adolescents in Catholic Schools in a Metropolitan Setting." Ed.D., Temple University, 1994.

Study investigated the types of problems which faced the early adolescent in the light of gender, cognitive ability, and socioeconomic status. Adolescents were given an opportunity to solve these dilemmas and were asked to decide if a moral principle were involved. Population consisted of 68 girls and 68 boys in the 8th grade in 5 Catholic schools in and around a large metropolitan area on the East Coast. Students wrote original dilemmas based on their every day problems and then offered solutions to their classmates' dilemmas. Concerns which surfaced centered on relationships, honesty, and substance abuse. In resolving their dilemmas, students demonstrated a sense of shared values. Factors of gender, cognitive ability, and socioeconomic status were mute because of the agreement on values. Vast majority of responses to the dilemmas were positive in nature and included a sense of caring. Though the students understood that a moral principle was involved in most of the dilemmas they wrote, they identified responsibility to oneself or to another person as serious considerations in the resolution of dilemmas.

Ortiz Ortiz, Victor Raul. "Longitudinal Study of the Development of Moral Conscience from Adolescence to Young Adulthood in Students of Catholic Schools." Ph.D., Walden University, 1995.

Purpose of study was to discover and compare the conception, and the anthropological, moral, and religious sensibility that the alumni/ae of Catholic schools have at present. Also intended to detect the relation that could exist between the level of self-esteem and type of moral conception they possessed, and how these were reflected

in their lives. Contemporary society experiences profound and continuous changes that create crisis. These changes affect the totality of a human being and his/her institutions, especially the family, school and church. This investigation was to determine the moral conscience of the alumni/ae that studied in Catholic schools and are now in the young adult stage. It attempted to discover if any change had occurred in their moral conscience 6 years after their adolescence; if there existed: a relationship between the type of moral conscience and different personal variables; a relationship between the type of moral conscience and the degree of self-esteem of the alumni/ae; and if they had a clear conscience about the institution that developed their moral conscience. Population studied was a group of alumni/ae from 2 Catholic schools, Academia Santa Teresa Academy, of Naranjito and Academia Cristo de los Milagros Academy, of Caguas, Puerto Rico. Three instruments were used: the open questionnaire, This Is How We Think Morally; the closed questionnaire Development of Moral Conscience in Youth; and a Personality Inventory questionnaire. Analysis of Variance (ANOVA), Pearson's Product Moment Correlation Coefficient, Cross Tabulation, Kendal Tau, Statistical Regression Analysis, Percent, and Frequency Analysis were used to study 4 hypotheses. The hypothesis states: There is no statistical difference in the moral conception of the alumni/ae of the Catholic schools from adolescence to young adulthood. Findings indicated that young adults had traces of a mechanistic view of the morals of the Catholic Church. They claimed a new paradigm, that of integration. Concluded that the Catholic Moral was maintained by the subjects at a high level during the transition from adolescence to young adulthood. Students assumed the integral moral paradigm of Vatican II. Main recommendations of the study were directed towards the development of the internal paradigm to facilitate commitment of young people with religious and civic communities.

Patton, Mary Cecelia. "Perceptions of Secondary Social Studies Teachers as Moral Educators regarding Moral Issues in the Curriculum." Ed.D., University of San Francisco, 1991.

Studies presence of moral education through social studies curriculum in private high schools. Review of literature traced the public concern for moral education in the schools and presented a synthesis of the literature describing and evaluating 3 approaches to moral education. Study pivoted on 2 main questions: 1) is a moral component included in the social studies curriculum; and 2) do social studies teachers perceive themselves as moral educators. Two surveys: Defining Issues Test (DIT), developed by Kohlberg and Lockwood, and the Moral Issues Survey (MIS), developed by the researcher, were sent to 74 social studies teachers in 15 participating non-public high schools in a limited geographic area. Fifty-four valid surveys were used in the study. Statistical results from the surveys are presented in a series of 19 tables based on Chi-square analysis. Findings indicated a positive presence of moral clarity in the social studies departments of the Catholic and other private schools studied. Of the educators responding, 98% considered themselves moral educators and the vast majority include moral issues in the classroom. Study suggested further research in several other areas relating education to moral development, including the identification both of moral components in other academic departments and of factors which inhibit institutional reorganization centered on moral education: the priority of financial over moral values in administrative decisions; the longevity of "alternate schools" of the 60s which offered a moral component; the incidence of moral issues not included in the curriculum; and the development of hiring policies based on moral education focus. Concluded with a series of concrete examples which demonstrate how the findings might promote educational innovation. One example offered ideas for the restructuring of the social studies curriculum, or for the interdisciplinary learning, or for total school reorganization using moral education as the unifying focus.

Pazhayapurakal, Emmanuel Jose. "The Influence of Parents, Peers, and Schools on the Religious Attitudes and Practices of Catholic School Students." Ph.D., Fordham University, 1989.

Main purpose listed in title. Second aim to investigate consistency between attitudes and practices of adolescents, their parents, peers, and schools. Modeling theory and consistency theory together provided theoretical rationale for study. Population consisted of 12th grade students in Catholic high schools in Archdiocese of New York. Total of 200 girls and 170 boys from sample of 6 randomly selected high schools responded to questionnaire, which measured religious attitudes and practices of students and their perception of religious attitudes and practices of parents, peers, and schools. Using the Statistical Package for Social Science (SPSSx), frequency, mean, standard deviation, t value, and correlation were calculated. Conclusions include: 1) Religious attitudes and practices of adolescents have significant correlations with attitudes and practices of parents, peers, and schools. 2) Adolescents' religious attitudes have higher correlation with peers ($r = .50$) than with parents ($r = .37$) or schools ($r = .37$). In practices they have greater correlation with peers ($r = .48$) than with parents ($r = .43$) or schools ($r = .27$). 3) Parents have a higher influence on students' attitudes than on their practices. 4) Students consider their parents more positive and their peers less positive in their attitudes and practices compared with themselves. 5) Students perceive a very high consistency between the attitudes and practices of their parents ($r = .61$), and a low consistency in their schools ($r = .40$). 6) Students report that schools provide ample opportunities for growth in religious practices and attitudes, but only few students make use of these opportunities.

Phillips, Louis John. "A Comparison of Teacher and Parental Expectations regarding the Catholic Secondary School's Role in Adolescent Faith Development." Ph.D., Boston College, 1992.

Purpose of study was to provide descriptive data indicating whether there exists agreement among parents

and teachers as to what behaviors are most important in constituting "mature faith development," and whether the development of these religious behaviors are considered to be a responsibility of the parents or the Catholic high school. Study defined 6 core dimensions of faith: belief, religious knowledge, experience, religious practice, individual moral consequences, and social consequences. Parents and teachers in the Diocese of Camden, New Jersey were administered a questionnaire designed by the researcher. An initial comparison of parent and teacher responses in rank-ordering the importance of behaviors representing the various dimensions of faith provided the necessary background to a further consideration of their mutual expectations regarding the Catholic secondary school's role in adolescent faith development. Second part of the study designed to determine which of the dimensions of faith are considered by parents and teachers to be more the responsibility of the school, the parents, or an equally shared responsibility. Statistical analysis indicated that parents and teachers share a common understanding of what behaviors they consider to be constitutive of "mature" faith development. Overall, they agreed that adolescent faith development is a mutually, and almost equally shared responsibility of school and parents, with the latter having a slightly greater share. Both groups agreed that the development of the religious knowledge dimension in adolescents is more the responsibility of the school than the parent, the social consequences dimension almost equally shared, and the remaining 4 dimensions are primarily a parental responsibility. Parents have higher expectations of the school in regard to the development of the religious knowledge dimension. Teachers have higher expectations of the school for the individual moral and social consequences dimensions.

Reinke, Mary Evelynn. "Faculty Spiritual Growth Programs and Faculty Morale: Three Case Studies." Ph.D., Saint Louis University, 1989.

Study undertaken to explore conditions contributing to success of faculty spiritual growth programs and their influence on faculty morale. Case studies conducted in 2 elementary schools and 1 secondary school in large diocese in Midwest U.S. where programs have been implemented. Total of 89 professional staff members participated in study. Demographic information collected on subjects' gender, age, status, degrees, school role, years of service at case school, and total years as professional educator. 42-item survey assessed faculty response to spiritual growth opportunities and their impact on morale. Purdue Teacher Opinionaire used for morale measurement. Scores in median, mean, and ratio form compared with Purdue norms and with ratios drawn from earlier study in same county. Survey responses complemented by observations and interviews. Combined data confirmed importance of following conditions proposed as necessary for success of faculty spiritual growth program: 1) commitment and involvement of principal; 2) voluntary participation by faculty; 3) program incorporation of morale-building elements; 4) program follow-up; 5) sharing program results with students. There was insufficient evidence to support 2 other proposed conditions: faculty involvement in program planning and/or execution, and non-exclusion of new and non-participating faculty members. Spiritual growth programs judged to be beneficial and positively influential on faculty morale. 2 conditions emerged as critical to program success: voluntary participation and follow-up. Additional findings included difficulty of forming faith community at high school level.

Riley, Patrick J. "Welcome, Nurture, Challenge: A Program of Collaboration in Youth Ministry Involving a Catholic High School and Four Catholic Parishes." D.Min., United Theological Seminary, 1990.

Project designed to help integrate students of a Catholic high school into the life of their parishes. Means used were high school's active support of parish youth retreats, encouragement of student involvement in ministries of parish, and providing school time and space for interaction of parish staffs and their youth on quarterly basis. Pre- and post-project self-report questionnaire administered to student participants as means of determining success of project. Questionnaire results indicated project was successful in helping students become more involved in life of their parishes.

Risku, Michael Thomas. "The Values System of Inner City Catholic Parochial Education: Historical and Contemporary Development." Ph.D., Marquette University, 1990.

Examined values-based education which is foundational to education offered in 1 private system, the Central City Catholic School System (CCCSS) of Milwaukee, Wisconsin and compared it with traditional Catholic educational values. Examination and comparison done in relation to system's redefinition of those values as applied in new consortium serving mainly non-Catholic minority children. To conduct this evaluation, the American Catholic values model developed from the survey of the literature based on such documents as encyclicals on Catholic education, pastoral letters, and other significant documents and writing were compared with values model devised by CCCSS. Concluded that despite increase in non-Catholic minority populations in inner city Catholic parochial schools, traditional Catholic value-system of those schools has not been significantly affected. Staffed by laity, the values that students receive are similar to those imparted in suburban and other Catholic schools throughout the country. Thus, values being imparted are non modified because students are black, non-Catholic, or inner city.

Stoutzenberger, Joseph M. "Catholic High School Religion Textbooks: Do They Liberate?" Ph.D., Temple University, 1996.

Textbooks designed for use in Catholic high school religion courses represent a significant paradigm for

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how Catholics and their institutions promote the formation and enculturation of their youth. Study analyzed current textbooks available for high school religion courses in the areas of morality and justice in light of characteristics gleaned from certain interrelated schools of liberatory pedagogy. Term "liberated" refers to models of pedagogy in U. S. influenced by liberation theology of Paulo Freire or in conversation with this liberation theology: critical pedagogy, shared Christian praxis, social analysis, and womanist-feminist pedagogies. Together these interconnected approaches to education suggest criteria by which to identify qualities of liberation theology in textbooks. Study divided into 3 parts: personal and institutional matrices relevant to the production and use of these textbooks (church, religious education, and publishing); theories, models, and critiques of liberatory pedagogy; and investigation of select texts in light of liberatory theology. Authors and publishers of Catholic religious education materials must be responsive to multiple factors in the production and dissemination of their materials: receiving ecclesiastical approval (the Imprimatur), updating based on recent developments in both religious education and in a particular subject area, providing classroom teachers with a text and supplementary materials that can assist them in lesson planning and implementation, and appealing to students who want a text that "speaks to their lives." Texts also function within the "invisible curriculum" of the socio-cultural U. S., which is subversive of the messages of liberatory pedagogies in many subtle but forceful ways. Given these multiple pressures and influences, this study explored whether or to what degree select textbooks reflect an approach aimed at liberation as advocated by the above-mentioned schools of liberatory pedagogy.

Wallace, Theodore Joseph. "Assessment of the Preparedness of Lay Catholic High School Principals to Be Faith Leaders." Ph.D., The University of Dayton, 1995.

Study was an attempt to examine the effectiveness of the preparation of lay Catholic high school principals to serve as faith leaders of their schools, a phenomenon made critical with the significant decrease in the number of vowed religious in Catholic schools and the importance of strengthening Catholic identity. Findings can be used to influence the content, structure and delivery of future preparation programs in developing faith leadership. Methodology included qualitative and quantitative measures. First, a questionnaire was sent to the total population of 619 lay Catholic high school principals, in order to obtain and assess their own faith leadership preparation. Telephone interviews were conducted with a purposive sample of key informants from those who returned the questionnaire. Of the 324 questionnaires returned, 70% rated their formal coursework as inadequate in the area of faith leadership. More than half indicated they had taken no classes or seminars beyond their bachelor's degree related to faith leadership. Yet, 69% believed that Catholic schools were as successful today as in the 1950s in establishing and maintaining Catholic identity though those schools were staffed primarily by vowed religious. Subsequently, 28 in-depth interviews were conducted with principals chosen systematically to represent all 6 geographical regions. Principals credited their own experiences as Catholics, their professional experiences in Catholic schools, the charisms of sponsoring religious orders, and their mentors for their abilities to lead the schools' faith development. Important implications drawn from the study include: 1) Bishops and Catholic school central office personnel need to be proactive in assuring that principals have the necessary combination of course work and personal faith development experiences to serve as effective faith leaders of their schools; 2) Catholic colleges and universities must work with Church leaders to develop programs of faith development; and 3) Present and future programs must provide a balance between formal education and personal faith development experiences, including mentoring. Finally, the concept of Catholic identity must be studied more thoroughly so that its history is better understood and its future better defined.

RELIGIOUS ORDERS

Bosler, Rosemarie. "The Preparation of Sister Teachers for Selected Schools Sponsored by the Sisters of Notre Dame de Namur." Ed.D., The Catholic University of America, 1991.

Assumptions which drove this research were: the spirit emerged from the founder's vision for the congregation and that congregation perpetuated the vision through formation programs which shaped and were shaped by community response to the mission. Study examined the formal and informal professional preparation of the Sisters of Notre Dame de Namur as a reflection of their mission which embodied the vision of their foundress. Explored impact of external factors on the congregation's response to ministry and the subsequent preparation for it. Theoretical framework of Cada was used to identify distinct periods relative to the organizational development of the Congregation. Three of 6 American provinces of Congregation studied. Data gathered from interviews and primary source documents and artifacts. Data collection and analysis were intermeshed and modeled on Glaser and Strauss' (1967) constant comparative method. Patterns of development emerged which evidenced the consistency of the foundress' vision amid dynamic change as the congregation reacted to specific needs of each period. Nature of their response to historic and sociological change was proactive or reactive. Concluded: 1) the vision of the congregation's foundress transcended time and culture; 2) vision and tenets of foundress were transmitted through the formation of the sisters for their ministry; 3) crucial to the transmittal of the vision was the community's response to the vision, in light of their ministry, at different time periods; 4) examination of the mission varied over the time periods; and 5) informal mechanisms used to transmit the vision were more crucial to its survival than formal missions.

Brandao, Gregory A. "Faculty Perceptions regarding Practice of Brothers of Sacred Heart New Orleans Province Charism in Community-Owned Secondary Schools." Ed.D., University of San Francisco, 1993.

Serious concern for preserving the Catholic identity of Catholic schools has been associated to the dramatic decline of vowed religious in the schools. For religious order-owned schools, this concern involves preserving the special "charism" associated with that order. Study designed to determine faculty perceptions regarding the practice of the distinctive elements of the Brothers of the Sacred Heart New Orleans Province (BOSHNOP) charism in its community-owned schools. Common elements of school culture and Religious Community charism were identified to establish the conceptual framework for the study. Researcher developed questionnaire to determine faculty perceptions, then comparisons were made to BOSHNOP charism as reported in Educational Mission and Ministry (BOSHNOP,1990). Interviews with selected faculty members conducted to provide additional insights into cur wrent school practice. Based on perceptions of faculty members, spirit of BOSHNOP seems to be well-established in BOSHNOP schools. No significant differences among total questionnaire means within the categories of Vocation, Professional Role, Years of Experience Working in BOSHNOP Schools, or Years of Experience Working in Other Catholic Schools. Only significant difference was in category Years As a Student in Catholic Schools. Results indicate that "the way things are done around here" (Bower, 1966) is still a strong influence on the behavior of people within an organization. Yet it would appear far from prudent to rely on prevailing cultural norms for continued growth and development in the absence of continuing overt efforts to nurture and transmit the BOSHNOP charism.

Deacon, Florence Jean. "Handmaids or Autonomous Women: The Charitable Activities, Institution Building and Communal Relationships of Catholic Sisters in Nineteenth Century Wisconsin." Ph.D., The University of Wisconsin-Madison, 1989.

Twenty-five communities of Roman Catholic sisters were founded in Wisconsin and members have helped care for spiritual, physical and intellectual needs of its citizens. Their spirituality reflected all of virtues of "women's sphere," they provided necessary services in industrializing, modernizing society. Degree to which the sisters were able to take advantage of their unique position in church and society is matter of controversy. Detailed study of the Sinsinawa Congregation of the Most Holy Rosary, the Sisters of the Third Order of St. Francis of Assisi, Milwaukee, the Sisters of the Third Order of St. Francis of Perpetual Adoration, La Crosse, and the School Sisters of Notre Dame, Milwaukee, shows that the sisters' ability to provide much needed services in frontier environment led to increased power and prestige. Sisters used affiliations with male congregations of their Order to their own advantage, sought legal incorporation under state law, and applied to become papal congregations to lessen their dependence on bishops and priests. Wisconsin sisters taught in public and Catholic parish schools, founded their own institutions, formed educational and charitable corporations, and elected their own leaders who supervised the lives and work of thousands of sisters. Study shows how sisters moved to position of greater independence by end

of 19th century.

Englund, Edward Richard. "The Charism of the Rule of Benedict and the Characteristics of the Secondary Schools of the American Cassinese Congregation." Ed.D., University of San Francisco, 1995.

Benedictines of the American Cassinese Congregation have experienced a decline, though less severe than most, in monastic faculty members serving in their secondary schools since the end of Vatican II in 1965. Congregational documents have suggested this decline has been related to a lack of understanding of what it means to be a Benedictine. Two latent assumptions have existed regarding the identity and staff of the secondary schools. First, identity would be preserved by the presence of Benedictine teachers and administrators in the schools. Second, that the schools would be staffed by members of the monastery which sponsored the schools. Given the change in the ratio of monastic to lay faculty members in the schools, these assumptions are no longer credible. Study sought to identify characteristics which form the Benedictine charism of education. Four tiered methodology: content analysis, ideal-type analysis, survey instrument, and an interview protocol was employed to guide this investigation. Population consisted of the abbots, religious leaders of the sponsoring religious communities, headmasters, educational leaders of the 10 secondary schools in the Congregation, and selected faculty members from the secondary schools. Findings identified the sources and characteristics of the charism of Benedictine education. Also indicated there : 1) was a sharp distinction between a theoretical and practical understanding of the characteristics of the charism; 2) were a diversity of responses from each group for both the theoretical and practical questions and a variety of statements regarding their perceptions of the charism; and 3) exists a need for an elaboration of the charism of Benedictine education if the schools are to maintain their unique identity.

Enochs, Ross Alexander. "Lakota Mission: Jesuit Mission Method and the Lakota Sioux, 1886-1945." Ph.D., University of Virginia, 1994.

Described the mission method of the Jesuits at the Holy Rosary and St. Francis missions on the Pine Ridge and Rosebud reservations from 1886 to 1945. Contrary to what some have argued, study showed that Jesuits did not try to eradicate the culture and traditions of the Lakota Sioux whom they evangelized, but condemned only those they believed were either contrary to the Catholic faith or harmful to the Lakotas' well-being. Though they condemned the Peyote religion and the ceremonies of the medicine men, at the missions they participated in several Lakota rituals and made efforts to preserve many aspects of the Lakota culture, for example, they recorded large number of Lakota legends in the Lakota dialect. They used Lakota language in their preaching, catechisms, and hymns; wrote a Lakota dictionary and grammar; smoked the Calumet; allowed Lakota Catholics to participate in some traditional Lakota dances; took part in the Hunka ceremony, in which Lakotas adopted them into their families. Dissertation demonstrated that Jesuits did not coerce Lakotas to accept Catholicism. Lakotas had asked many times for Jesuits to establish schools. Once schools established, Lakotas had choice of sending their children to mission or public schools. Finally, study documents that Lakotas accepted the Catholic faith of their own free will.

Herb, Mary Jane. "An Investigation of the Role of a Religious Congregation, as Founder, in the Shaping of School Culture of a Secondary School." Ph.D., Boston College, 1997.

Study undertaken to investigate how one congregation influences the culture of a sponsored secondary school. Utilizing both quantitative and qualitative methods, data collection included a questionnaire, interviews of faculty and staff, observations, document analysis, and focus groups. Identified 9 elements of school culture through these methods. Main findings were that culture of school is multi-faceted and is influenced by mission of sponsoring congregation. Founder's presence continues in school through role of congregation. Common elements, differences and ambiguities present in school culture. This creative tension challenges members of school community to grow and meet ever changing needs of students. Congregation and school need to find ways to maintain their relationship into future. Research provided new lens to view culture of school, namely through the sponsoring congregation. Further research needs to be done in area of school culture within Catholic schools. Challenge for religious congregations is to find ways that sponsored institutions can be vehicles for prophetic witness of congregation within cultural context of contemporary society.

Higgins, James Barry. "The Organizational Identity of Two Jesuit High Schools, 1954-1991." Ph.D., State University of New York at Buffalo, 1994.

Study examined the organizational identity (Albert & Whetten, 1985) of 2 Jesuit high schools to establish each school's identity; used extended metaphor analysis (EMA) when helpful. Identity is defined as each school's characteristics, distinctiveness, and continuity; it is discovered by examining each school's organization and day-to-day practices against backdrop of the Jesuit order. Each school underwent major change and restructuring during period studied. Author looked for what was core, distinctive, and enduring at each school and at both schools to understand their "Jesuit identity." Organizational frames guided this study. Qualitative methods included document analysis, participant observation, and interviewing. Much of data presented drawn from reports about each school prepared by province officials. Data presentation reflects a "minimalist textual strategy" (Martin, 1992, p. 25). Purposes, ideologies, leadership, schemes, personal care, practices, and sense of proportion were

found important for both of the schools studied.

Hollier, David Randall. "Mission Agreement and Effectivenss of Jesuit Education: A Survey of Jesuit Secondary Students." Ed.D., University of Houston, 1997.

Study sought to determine Jesuit students' perceptions of Jesuit education, mission and purpose, and effectivenss; it attempted to provide data that would permit understanding of level of commitment to Jesuit tri-fold ideals of conscience, competence, and compassion. 71-item questionnaire, designed to highlight Jesuit mission, values, and ideals administered to random sample of Jesuit students in 24 Jesuit schools across the U.S. Questionnaire contained 6 sections of questions for data collection: general religious behaviors, personal background, academics, spiritual life at school, beliefs and practices, and extra-curricular activities. 1764 questionnaires sent to Jesuit schools in 4 regions of U.S. Approximately 770 questionnaires returned. Data obtained analyzed by means of descriptive statistics. Indicated that students found their schools to be academically very sound and effective; perceive teachers as qualified and organized. Indicated schools run with discipline, compassion, and organization. Foster a sense of community and caring environment. Indicated attendance at Jesuit school will help them to live successful lives and gain access to fine college or university. Given the choice, with high degree of certainty, they would attend a Jesuit school again. Need further research to validate findings of study.

Mueller, Frederick Charles. "The Perceived and Preferred Goals of Principals, De La Salle Christian Brother Teachers, and Lay Teachers in Lasallian Secondary Schools." D.Ed., Boston College, 1994.

Study explored goal congruence and consensus for perceived and preferred Lasallian school goals as reported by principals, De La Salle Christian Brother teachers, and lay teachers in Lasallian secondary schools in the U. S. Attention given in literature review to the evolving goals and the changing role of lay teachers in Catholic and Lasallian schools in the U. S. Survey instrument developed from the document "Characteristics of Lasallian Schools" (1986), utilizing the perceived and preferred format developed by Gross and Grambach (1968), a 4 point Likert-type scale. Preferred goals were examined through a Most/Lease Important format with open-ended questions. Respondents included 53 principals, 112 Brother teachers, and 107 lay teachers. A t-test was used to compare the means of the perceived and preferred goals; a chi-square test and a one way analysis of variance with post hoc multiple comparisons were used to determine goal consensus between and among the groups. Percentages were used to establish Most/Least Important preferred goals. Regarding goal congruence, each preferred goal had a significantly higher degree of importance attached to it by each group than did the perceived goal. As regards goal consensus, 16 of the 18 preferred goals revealed no significant differences in importance between and among the 3 groups. There was some consensus among the 3 groups on the perceived goals, there was a lack of consensus on 9 of the 18 goals. Results suggested that there was considerable consensus on what should be Lasallian school goals, but that those goals be reviewed in light of their operationality and that continued steps be taken to establish consensus on the perceived goals noted as problematic.

Mullaly, Mary Cecilia. "A Study of the Viability of the Preventive System of St. John Bosco for the Youth of Today in Salesian Sisters' Schools." Ed.D., University of San Francisco, 1991.

The Catholic Church has directed that study and research be done to ascertain the effectiveness of the Catholic school's mission of evangelizing the Christian person, especially in regard to the charisms of the various religious orders. Transmission of those charisms difficult due to the increasing national trend in Catholic schools of lay educators outnumbering religious educators, and of the rapid turnover of lay educators. Study design consisted of cross-sectional, time-bound, exploratory, descriptive research, augmented by qualitative data. A researcher designed questionnaire, "A Survey for Use in Salesian Sisters' Schools," which measured the perceptions of St. John Bosco's Preventive System methodology, was administered to lay educators, 8th grade students, and Salesian Sisters associated with schools administered by Salesian Sisters. Descriptive statistics computed for each subpopulation's responses. Variances between/among groups were determined by use of one-way univariate analyses of variance and/or independent t-tests. Mean tables were also used to report data. Written comments of students and lay educators provided qualitative data. Positive ratings of students indicated that they perceived the presence and articulation of the Preventive System, with the aspect of education of faith emerging as the highest rating. Lay educator perceptions were also high for the most part. Differences in the 3 subpopulations' responses indicated that students and lay educators did not fully perceive the Preventive System. The high percentage of teacher turnover hindered the efforts of the Sisters to transmit fully their charism necessitating the need to emphasize the formation of their lay personnel with help from lay educators with more than 6 years at the school, who showed in the study to be a stabilizing force by their understanding of the system. Future research should extend the study to include parents and staff members in order to better achieve the goals of the Salesian charism.

Shafran, Steven. "The Educational Method of Saint John Bosco as School Culture in the Salesian High Schools in the United States." Ed.D., University of San Francisco, 1994.

Study described the extent of the practice of the Salesian educational methodology which promotes a school culture based on a family environment through a holistic methodology, and determines the characteristics of a Salesian school culture that arise from the literature. Methodology of this descriptive study was survey research

augmented by qualitative data. Researcher developed an 88-item instrument based on elements of the Salesian methodology. Eight attitudes and 5 areas of the methodology were employed from the Salesian experts (Braido, 1964; Stella, 1985). A representative sample of 946 students and 425 educators completed and returned the survey. Data were quantitatively and qualitatively analyzed to show the extent of the methodology according to the perceptions of students and educators. A 3-dimensional graph was developed to visually capture the landscape of the Salesian school culture. A "landscape" structure was selected to convey the multi-faceted dimensions. The surveys indicated that the Salesian methodology and school culture studied were strongly perceived by the students and educators, who agreed that a unique blend of components of the methodology pervade the school and create a particular "feel" within it. Recommendations included the need for an organized training program, a new written resource on the Salesian educational methodology, increased involvement by students in planning and decision-making, and an increase in emphasis of the methodology as important to preserving the school culture. Study indicated that the methodology promotes a Salesian school where every member of the educative community is involved in shaping the school culture. Also furthers the research on school culture and provides a model for Catholic schools administered by religious congregations for identifying their school culture.

Van Grieken, George A. "'To Touch Hearts': The Pedagogical Spirituality of John Baptist de La Salle." Ph.D., Boston College, 1995.

Study addressed Lasallian pedagogical spirituality, defined as the dynamic integration of foundational convictions, basic operative commitments, and consistent practices permeating the teaching dimensions of schools that claim the heritage of St. John Baptist de La Salle and the Brothers of the Christian Schools. Examines content of Lasallian pedagogical spirituality and proposes measures for realizing its vitality within Lasallian school life. Particular pedagogical characteristics, components of an overall pedagogical spirituality, are present in the original charism of St. John Baptist de LaSalle. Basic operative commitments that underlie those characteristics ought to be integrally realized in a pedagogy that claims to be Lasallian and wholly incorporated in the formation of Lasallian educators. Three sequential parts to the dissertation: 1) overview of St. John Baptist de La Salle's context and personal history; 2) overview of his literature followed by analysis of aspects of Lasallian pedagogical spirituality evidenced in that literature according to 5 pedagogical elements: the teacher, student, teacher/student relationship, activity of teaching, and the school in general; and 3) contemporary articulation of Lasallian basic operative commitments that characterize his spirituality today, along with their implications for formation of Lasallian educators. Extrapolating from life and writings of de La Salle, 10 Lasallian operative commitments are proposed. These are presented in form of attributes that may be applied to Lasallian institutions and their pedagogical components: 1) centered in and nurtured by the life of faith, 2) trusting providence in discerning God's will, 3) with creativity and fortitude, 4) through the agency of the Holy Spirit, 5) incarnating Christian paradigms and dynamics, 6) with practical orientation, 7) devoted to education, accessible and comprehensive, 8) committed to the poor, 9) working in association, and 10) expressing a lay vocation. Concludes by presenting teacher formation structures and strategies for introducing Lasallian operative commitments and by providing a Lasallian Mission and Vision Statement.

Zielinski, Gregory William. "The Attitudes of Religious Superiors toward Laity in Governance, Administration, and Teaching in Private Catholic High Schools." Ph.D., Saint Louis University, 1989.

Questionnaire developed by researcher sent to religious superiors in U.S. whose religious order sponsors/owns a private Catholic high school. 164 surveys returned, a 64% response rate. Questionnaire made up of 88 questions including 69 4-point Likert items, 18 multiple choice demographic and additional information questions and a 16 x 5 fill in the blank matrix to identify collaborative relationships. Responses analyzed to identify attitudes of superiors toward laity serving in private Catholic high schools. Major findings lead to these conclusions: In general, religious superiors have positive attitude toward laity serving in teaching, administrative, and governance roles in religious sponsored/owned high schools. Not fully committed in favor of the laity, though. Priest, sister and brother superiors have similar positive attitudes; superiors in different regions same. Role of religious order/superior in school should be on governance level influencing overall policy and philosophy. Collaborative form of decision making, focused around principal, is highly valued by superiors and should be used in private Catholic high schools. Great confidence exists in need and value of private Catholic high schools and in their ability to provide a high quality of education in fulfilling the mission of the Church.

SCHOOL CHOICE

Checchia, Celeste M. "Characteristics of High Schools, and Parents of Eighth-Grade Students in Catholic Elementary Schools, Which Influence High School Selection." Ph.D., New York University, 1989.

Study investigated characteristics of high schools to determine which influenced high school selection. Dependent variable was choice of either Catholic or public high school. Independent variables were characteristics of parents, and characteristics of high schools which had an impact on choice. Data gathered using questionnaires designed for students and parents. Frequencies and means generated as well as crosstabulations of demographic characteristics of students and parents. A Principal Components Analysis and a Discriminant Functions Analysis performed to generate factors from variables contained in questionnaires and to predict group membership. Only characteristic of parent population found to influence choice of high school was previous educational experiences of parents. There was a significant relationship between the elementary school the mother attended and the high school chosen by the eighth grader. Factors most influential to parents overall were academic (college preparatory course, curriculum, success of former graduates). Students who chose Catholic high school and their parents also ranked religious factors as highly influential. Parents of Catholic school students who chose public high school included convenient location as influential factor. Students who chose public high school were significantly different from their counterparts as well as from both parent subgroups; they ranked opportunity to participate in athletics and extra-curricular activities, and not having to wear uniforms, as important reasons for choosing a high school. Based on discriminant analysis of data, study predicted group membership in 75% of total cases (N = 1032).

DePasquale, Robert Joseph. "A Study of Catholic Students in Catholic Schools and College Choice." Ph.D., University of Pittsburgh, 1992.

Study examined factors important to high school students' college choice decisions. Responses of students with respect to a list of college attributes found in the literature were investigated. Examined whether students in Catholic high schools were more likely to rate specific college attributes favorably than were those in public high schools. To ensure that differences were not due to religious differences or to degree of participation in religious activities by Catholic and public high school students, these variables were held constant as part of the examination. Significant differences were found in the proportion of students considering various factors important and in the rating of Saint Vincent College attributes by segments of students in the following categories: Catholics versus noncatholics; students in public high schools versus their Catholic counterparts; students who attend religious services regularly versus students who do not; and students who participate in various religious activities versus those do not. Concluded that different recruiting activities might be appropriate for each of the market segments, and it made suggestions for further research.

Gallanter, Linda. "Parent Selection Factors and School Admission Factors Related to Transfer from Private Elementary Schools." Ed.D., University of San Francisco, 1994.

Purpose of study was to better understand why parents selected a private elementary school, why private schools admitted students, and why some of these students transferred to other schools before completing the educational program. Population of study consisted of students, parents, and faculty/staff from 3 private elementary schools in the San Francisco Bay area. Two schools were private independent, and 1 was a diocesan Catholic school. Preliminary content analysis examined 56 private elementary school brochures in California. Final study utilized a descriptive, cross-sectional, time-bound survey research methodology employing a questionnaire for parents, and one for faculty/staff. Student files were compared with the responses from the questionnaires. Data analysis focused on the relationship of 25 school admission and parent selection factors compared to the retention rates of students between 1st and 6th grades. Testing, classroom observations, parent, administrator, and faculty interviews, and other variables contributed to the findings of the study. All 3 schools experienced high transfer rates (45%-70%). Most important reason parents selected private schooling was to avoid public schools which they perceived as offering a less than quality education. Teachers were an important influence in parental selection. Schools sought families on the basis of matched values, educational mission, and support for the school curriculum. Parents and school faculty/staff agreed philosophical differences were the primary reasons for transfer. Families who lived in urban settings were more likely to transfer from private schools to less expensive religious schools or move their families to the suburbs and attend public schools. School faculty tended to blame students for lack of academic success. Attending another private school was the least important reason for transfer. Major findings demonstrate that family values determined school selection. Parents sought small schools with small class sizes because of their desire for greater individual attention for their child. School administrators need

to understand that they admit the family, not just the student. Families transfer because parents lose faith in the school's ability to serve their children.

Gibson, Matthew W. "The Motivation of Suburban Milwaukee Parents in Choosing Private Elementary Schools for Their Children." Ph.D., The University of Wisconsin-Madison, 1993.

Dissertation examined whether 5 demographic and 15 educational variables explain parental motivation in choosing Catholic, Jewish, Independent, or Lutheran elementary schools for their children. Also examined similarities or differences between parents who initially chose a private school versus those who transferred their children following dissatisfaction with public schools. Population were private school parents within 3 public school districts in suburban Milwaukee, Wisconsin. Data were gathered through surveys and telephone interviews. Findings varied among parents. For example, parents who chose Catholic schools did so because 98% of the mothers were Catholic and 80% of them had attended private schools themselves. The leading educational variables that emerged from parents who chose Catholic schools were religion, moral values, and committed teachers; those who transferred their children from public schools were religion, moral values, and warm school climate. Parents who chose Jewish schools did so because 98% of the fathers and 95% of the mothers were Jewish. The leading educational variables that emerged from these parents were religion, ethnic identity, small class size, quality instruction, quality curriculum, and committed teachers; those who transferred their children from public schools were warmth of school climate, small class size and committed teachers. There were no demographic variables that explained why parents chose Independent schools. The leading educational variables were small class size, committed teachers, quality curriculum, and quality instruction; those from parents who transferred their children were small class size, quality instruction, and responsiveness to parent expectations. Parents who chose Lutheran schools did so because 85% of the mothers were Lutheran. The leading educational variables from those who chose Lutheran schools were religion, moral values, quality curriculum, and quality instruction; those from parents who transferred their children from public schools were perceived committed teachers, moral values, and warmth of school climate.

McDonald, Dale, Sr. "Toward Full and Fair Choice: An Historical Analysis of the Lobbying Efforts of the Catholic School Community in Pursuing Federal Tax-Supported Choice in Education, 1972-1992." Ph.D., Boston College, 1995.

Dissertation provides historical analysis of the lobbying efforts of the leadership organizations of the Catholic school community to obtain federal assistance to support parental choice in education. Organizations studied were the National Conference of Catholic Bishops/United States Catholic Conference, the National Catholic Educational Association and their coalition partners which were organizations with non-public educational affiliations apart from the Catholic Church. Research developed a synthesis of the literature about school choice, the constitutional issues raised by the First Amendment, the history and effectiveness of Catholic schools and their leadership organizations and the role of interest groups in American political life, with a particular focus on religious interest groups. The tuition tax credit issue surfaced in each presidential election campaign for 1972-1992. Study examined 4 pieces of federal legislation which were introduced into Congress to provide tuition tax credit relief or a voucher to parents who paid tuition in non-public schools. Each bill studied individually and a macro-analysis of whole using a theoretical framework based on Zisk's model of Interest Group Behavior in the Political Process was conducted. Results of analysis revealed that despite strong presidential support for some measures and Congressional support for others, bipartisan support could not be maintained. Tax credits became identified with the Republican Party which did not deliver on its promises. When examined as an interest group lobbying to impact public policy formation regarding tuition tax credits, the data show that the Catholic school community was not a monolithic organization, was reactive rather than proactive, was conflicted in its leadership, and engaged in short-lived and episodic activities.

Rudiak, Barbara Ann. "State Educational Interest Groups, School Choice, and Agenda Setting in Pennsylvania." Ph.D., University of Pittsburgh, 1992.

Study focused on role state interest groups played in defining the concept of school choice in Pennsylvania from 1989 to 1991. Also examined the legislative history of the choice bill in the Pennsylvania House and Senate and the political process through which the choice bill was debated and finally defeated. Data collected through: 1) open-ended interviews with key players involved in the agenda setting effort; 2) interest group and legislative documents, publications, and records. Agenda setting frameworks of Jones (1984) and Cobb and Elder (1972) were used to frame the research questions and analyze the data. School choice remained a non-issue in Pennsylvania while the concept was limited to choice among public schools. Demands from constituencies who supported choice between public and non-public schools created an issue. Supporters formed a coalition called the REACH Alliance - the Road to Educational Achievement Through Choice - and drafted a bill which gained the attention of the legislators. This forced the public school establishment to respond. Study concluded that: 1) the REACH Alliance was successful at defining the concept of school choice in Pennsylvania. Coalition was not a match for the political strength of the public school establishment; 2) The most powerful members of the REACH Alliance were the Catholic Conference and the Keystone Christian Education Association. Thus, the bill was viewed as a

"Catholic school bill," and a bailout for the financially troubled parochial schools; and 3) The public school establishment in Pennsylvania initially ignored attempts to develop a public school choice plan for the state. When choice became defined as choice between public and non-public schools, these groups expanded their own definitions of public school choice and agreed to work on a choice plan for Pennsylvania's public schools.

Taylor, Roberta Jane Krueger. "Variables Motivating Parents to Choose a Specific Type of Private School." Ed.D., Florida International University, 1996.

Purpose of study was to investigate the reasons associated with parents' choices of specific types of private schools, what were the variables involved, and were there any significant differences in the motivation of parents with children enrolled in different types of private schools. Study gathered data using a survey instrument which centered on 14 variables generally associated with the choice of private schools. Survey asked parents to rate the variables using a Likert type scale. Likert rating was used because it does not require respondents to choose between variables. General areas of emphasis were: a) academics, b) religion and values/morals, c) nurturing educational environment, and d) proximity and convenience of the school. Survey also gathered qualitative data in form of comments volunteered by over a third of respondents. Survey mailed to 560 randomly selected families from 30 private high schools in 50 mile radius of Miami, Florida. The 10 high schools represented 5 types of private schools, Roman Catholic, Episcopal, Independent, Jewish, and Fundamentalist Christian. After 4 mailings a total of 401 surveys were returned for a rate of 72%. Significant differences appeared as the data were analyzed using ANOVA and Tukey's HSD pairwise analysis. Variables showing significant differences between types of schools were: a) quality of instruction, b) commitment of teachers, c) emphasis on religion, d) small class size, e) well-defined academic goals, f) proximity of school's location, g) preparation for desired secondary schools/colleges, and h) convenience of school's operating schedule. Parents appeared to have specific reasons for choosing a particular private school. Appeared to look for a school that would satisfy special needs of their child and would be compatible with their own values, morals, and personal philosophy.

SECONDARY EDUCATION

Dever, Judith Sylvia. "Language Arts Theory and Practice in American Catholic Secondary Schools: An Historical Overview." D.A., State University of New York at Albany, 1993.

Dissertation is an historical study of how the language arts were taught in American Catholic secondary schools from their origin through the post-Vatican II decades. Catholic schools were founded to inculcate Christian values and to prepare students for their life's work - competing goals that reflected the Christian existential dilemma of living an integrated spiritual life in a material world. Efforts to integrate religious values in the language arts curriculum became increasingly problematic as English was developing as a discipline and Catholic curricula were conforming to governmental and professional standards. Study begins by tracing 3 main pedagogical trends in Western European Christian schools: the neoplatonism of Augustine, the neoaristotelianism of Aquinas, and the functional approach to literacy developed by the teaching orders. All 3 were eventually amalgamated in American language arts curricula. Study subsequently traces the interplay among these 3 orientations to language arts as Catholic secondary schools responded to the various pressures of 20th century American life, in 3 major time frames. The first, 1890-1930, was characterized by rapid growth of schools and curricula concomitant with the emergence and development of English as a discipline. The second, from 1930-1960, inspired by Pius XI's encyclical, "The Christian Education of Youth", was characterized by overt efforts to strengthen the Catholic school's identity and mission through 2 distinctive approaches. First, the atmosphere approach, which perceived language arts as indirectly supportive of religious goals, rather than as direct means of faith formation. Complete integration of religion with academics, through teachers' efforts, Catholic textbooks, and integrated curricula, marked the second period. The final period, from 1963-1970, saw the efforts at integration reinterpreted, with the change in the Church's world view by Vatican II, so that the atmospheric approach in teaching Christian values remained the dominant mode of teaching the language arts.

Forget, Thomas Vincent. "Catholic Secondary School Principals' Leadership on Functional Community and Social Capital in Relation to Critical Pedagogy." Ph.D., Fordham University, 1995.

Study examined role of principals in Catholic secondary schools serving students from low socio-economic status in the creation of functional community and social capital in their schools. Existence of functional community and social capital are posited for reasons of Catholic schools' success. Study explored with principals whether and how they fostered these functions. Catholic secondary schools embody an implicit tension of purpose between seeking standard academic success by their students or inviting socially critical thinking from them. Study reflected with participants on their responses to this purposive tension. In a series of in-depth phenomenological interviews, participants articulated a central theme of communal mission-one unified history, purpose, and vision of their schools. Elements of communal mission include Catholic religious faith, school charism, high concurrence, a formation vision of education, and supportive interpersonal relationships in the school. Minor themes of difference and power in their school communities were articulated by study participants. They valued difference among students, but discouraged difference about communal mission among staff. Participants indicated collegial power for faculty members. They said students had little power, yet demonstrated significant relational power for students in their schools. Concluded that participants foster and maintain functional community and social capital in their schools. Functional community was more internal to the schools and less centered on relationships among students' families. Participants built functional community and social capital by leading schools in the articulation and maintenance of communal mission. Participants engaged in variant degrees of practice of critical pedagogy in their leadership, especially under the rubric of a formation vision of education.

Gradone, Jeanne Marinaro. "Social Capital as a Mitigator of the Effects of Low Socioeconomic Status on Achievement and Postsecondary Education." Ph.D., Fordham University, 1997.

Using survey information and standardized test scores from the National Education Longitudinal Study of 1988 focused on extent to which social capital within family is augmented by school in relation to mathematics growth and achievement and likelihood to attend college. Analyses based on public and Catholic high school students' perceptions of social capital, mathematics growth and achievement, college desire and preparation, and background characteristics. Regression analysis, chi-square testing, analysis of variance, and Scheffe a posteriori comparisons supported the research hypothesis: perceived social capital in home and school is small but significant factor in mathematics achievement, desire to attend college, and subsequent preparation activities. Students perceive their schools as communities where teachers are interested in them and offer help. Rural students reported greatest amount of school help, but least desire to attend college. Differences between public and Catholic school students favored Catholic sector, but were inconclusive because of disparity in sample sizes. Further testing on

students of low socioeconomic status showed significant correlation between mathematics achievement and social capital available from the school: those who believed that teachers were interested in them scored higher and showed greater mathematics improvement between 10th and 12th grade and those who received greater help from teachers and counselors were more likely to attend college. Results of study suggest that schools as communities of support can influence students to achieve and continue formal education beyond high school. Schools as social structures in a position to provide students with intergenerational relationships characterized by interest, help, and concern. Implications are especially significant for low socioeconomic students whose parents have least personal resources.

Griffin, Michael Stephen. "Instructional Leadership Behaviors of Catholic Secondary School Principals." Ph.D., The University of Connecticut, 1993.

Purpose of study was to describe the instructional leadership practices of Catholic secondary school principals, and to determine the relationship of these behaviors to selected factors of school context: school size, student-administrator ratio, and enrollment stability. A quantitative research methodology was used to measure instructional leadership behaviors of principals in 19 Catholic secondary schools in Connecticut and western Massachusetts. Data on teachers' perceptions of principals' instructional leadership was obtained from 464 teachers using the Principal Instructional Management Rating Scale (PIMRS). Analysis of variance was used to examine whether significant differences in instructional leadership practices existed according to classification on the 3 variables of school context. Discriminant function analysis was used to measure the contribution of 10 specific instructional functions to group differences on the 3 variables of school context. Results demonstrated a significant principal instructional leadership role across a broad range of functions, with means scores on the PIMRS subscales ranging from 2.78 to 3.81 on a Likert-type scale with values from 1 to 5. On the variable of school context, analysis of variance revealed statistically significant differences on school size, student-administrator ratio, and enrollment stability. Principals in larger schools, schools with lower student-administrator ratios, and schools in combined conditions of these groupings, achieved higher scores than those in alternate conditions. Study concluded that principal instructional leadership is related to factors of school context and that the decentralized organizational structure of Catholic secondary schools appears to be a generally conducive context for the exercise of principal instructional leadership, providing a model for examination by site-based management advocates. Recommended additional research related to principal's leadership compared with that by professional staff; relation of this leadership to other kinds of leadership; and examining this leadership in relation to additional factors of school context and other administrative models in Catholic, public, and private schools.

Iazzetti, Anthony Michael. "The Relationship between Self-Esteem and Learning Style Preferences among Selected Students in Catholic High Schools in the Archdiocese of New York." Ed.D., University of San Francisco, 1992.

Immigrant and minority students increasing in New York Archdiocese's high schools. Parents believe that Catholic high schools will develop their children into upwardly mobile Christian citizens. Majority of transfers from Catholic to public high schools due to poor academic performance which literature attributed to low self-esteem. The theoretical framework of study to determine learning and teaching style preferences was based on Jungian psychology. Teaching and learning style preferences incorporated Jung's definitions of "sensing," "thinking," "feeling," and "intuition." Investigated relationship between learning styles self-esteem among Catholic high school students who resided in the Bronx and attended selected Catholic high schools in the Archdiocese. Differences in learning styles and self-esteem, influenced by ethnicity, gender, school type, and socioeconomic background, among students in a boys' school, a girls' school, and a coeducational school were examined. Random sample of 9th, 10th, 11th, and 12th graders administered by a self-esteem survey, a learning preference inventory, and a simple demographic survey. Pearson-Product Moment correlations were used to establish the relationships between learning styles and self-esteem. ANOVAs were performed on the data to determine the differences between learning styles, self-esteem, ethnicity, gender, and school type. Conclusions were: 1) Learning preference styles and self-esteem of students were found to be related. Some were positively correlated with high self-esteem while others were correlated with low self-esteem. 2) Students' academic self-esteem was found to be high when the teacher's teaching style preference was aligned to the student's learning style preference. 3) Boys in all boys' school had higher self-esteem while girls in an all-girls' school tended to have low self-esteem. 4) Ethnicity had an effect on home self-esteem. Caucasians had higher self-esteem than African Americans and Hispanics. 5) Children of immigrant parents tended to prefer 1 particular learning style, differentiated from students whose parents were born in the U. S.

Kelly, Robert Edward, III. "Perceptions of the Quality of Work Life of Teachers in Private Catholic High Schools." Ph.D., University of Maryland College Park, 1993.

Perhaps most challenging current problem for Catholic secondary education is the attraction and retention of gifted and experienced lay teachers. Given the influx of lay teachers in Catholic secondary schools, 6 directional research hypotheses and 35 supplemental research questions were generated to investigate the perceptions of the Quality of Work Life of teachers in private Catholic high schools. Participating schools were operative in Archdio-

cese of Washington in 1985-86 school year; administered either by: 1) a lay person, or 2) a religious. Total of 243 full-time classroom teachers from 16 private Catholic secondary schools located in Archdiocese of Washington participated, representing an overall return rate of 75.2 %. 203 of the total were lay (75,5% return rate), and 40 were religious (56.4% return rate). 137 of the participants were male (56.4%) and 106 were female (43.6%). Two publicly available measurement instruments (Likert Profile of a School Staff Questionnaire and the Conway Adaptation of the Alutto-Belasco Decisional Participation Scale) were employed to examine the 6 research hypotheses. An original measurement was developed to examine the 35 research questions. Conclusions for each of the 6 directional hypotheses were reported with regard to 4 major variables (Organizational Climate, Leadership Style, Decisional Participation, and Job Satisfaction). Answers to each of the 35 supplemental research questions are provided and implications drawn with regard to Quality of Work Life of teachers in private Catholic secondary schools. Postscript selectively compares 1985-86 with contemporary Catholic high school education.

Lombardi, Alfred Ralph. "Attitudes of Science Chairpersons toward Science-Technology-Society Issues." Ed.D., Boston University, 1988.

Survey conducted to see if secondary science chairpersons with religious orientation displayed more positive attitudes toward Science-Technology-Society (SSS) issues than those with secular orientation. Hypothesized that Catholic school chairpersons would have religious orientation and public school chairs secular. Variables measured in 556 science chairpersons from northeastern schools. Self-administered mail-out questionnaire contained instruments designed to measure person's level of religious commitment, world view and orientation. Findings show no significant difference in attitudes toward SSS issues, regardless of commitment level, world view, or orientation. Significantly more individuals with high level of commitment, religious world view, and orientation were found in Catholic schools and more chairpersons with low commitment level and secular orientation were represented by public schools.

Maikowski, Thomas Robert. "Criteria Used in Altering the Grade Structure of Catholic Secondary Schools to Include Grades Seven and Eight, as Perceived by Diocesan Superintendents and Secondary School Principals." Ed.D., University of San Francisco, 1992.

Correlation study utilized a survey method to investigate the factors, as perceived by the principal and diocesan superintendent, that were influential in bringing about a change in a Catholic high school's grade structure from grades 9-12 to 7-12. Focused on a population of 37 Catholic high schools from throughout the U.S. that existed as 9-12 schools in 1980 and by 1990 had changed to 7-12. Researcher developed questionnaire to collect data to be used in the study. Questionnaire divided into 6 sections which addressed demographic information, educational, psychological, cognitive, and financial considerations that may have affected a change in grade structure, and the perceived pros and cons brought about by the change. Sixty-five principals and superintendents responded to the questionnaire, Respondents indicated that the psychological considerations were the most influential in causing the change. A review of the 10 most influential factors indicated that the respondents focused on the numerous benefits that students in grades 7 and 8 would have in joining a secondary school program. Role of respondent (principal, superintendent) figured significantly in the manner in which the respondents addressed the 40 items in the questionnaire as being factors contributing to a change in grade structure, while neither sponsorship type of the schools, nor the size of the school were found to influence significantly the manner in which the factors were viewed as contributing to bringing about a change. It was apparent from the literature and the respondents that all grade structures have their strengths and weaknesses. It cannot be concluded that one specific structure was more optimal than another.

McKenna, Kenneth Robert, Jr. "The Relationship of Psychological Type to an Instrument for the Evaluation of Catholic High School Students." Ph.D., Saint Louis University, 1991.

Study examined the relationships between the Student Profile Survey (SPS), an instrument used for curriculum evaluation in Jesuit high schools, and the personalities of the adolescent students, as measured by the Myers Briggs Type Indicator (MBTI). Central question was to discover any evidence of correlation between the 4 dimensions of the MBTI and the 16 subscales of the SPS. As the SPS was scored as a test, and was designed to indicate the students' level of attitudinal and behavioral agreement with the objectives of a profile of the ideal graduate, significant correlations might represent bias with regard to the stable, and relatively immutable preferences in the ways people perceive and function in the world. In its 6th year, the SPS has been administered to freshmen and senior students in order to measure growth over 5 general categories: Open to Growth, Civilly Competent, Religious, Loving, and Committed to Justice. Review of the literature addressed the difference between the age-stage developmental theories underlying the SPS and the theories of individual developmental processes which ground the MBTI. This discussion established the rationale for employing the MBTI as an appropriate source of qualification for the SPS. Three statistical analyses were performed. First, for each of the 2-category dimensions of the MBTI, a 1-way, multivariate analysis of variance (MANOVA) was performed to determine whether the 2-category groups differed on the set of the 16 subscales of the SPS. When a multivariate effect was found, using Wilk's Labda criterion ($p < .05$), follow-up univariate analyses were carried out. Of the 16 subscales which reflect the content of the SPS categories, 12 were found to correlate highly with at least 1 of the dimensions of the MBTI.

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Final part of the analysis sought to examine the effects of all 4 MBTI dimensions simultaneously on the 16 subscales of the SPS, using a 2 x 2 x 2 x 2 factorial MANOVA. Due to a lack of adequate subjects per cell, no 4-way interactions were found. Two significant 3-way interactions were found; the first of these was an SN x TF x JP interaction with 3 of the SPS scales; the second was an EI x SN x TF interaction on 3 different scales. The results of this study cast serious doubt on the intelligibility and applications of the SPS>.

McLaughlin, John Michael. "Interorganizational Relations between Public and Catholic Secondary Schools in Selected American Cities." Ph.D., University of Minnesota, 1988.

Examined intrasector and intersector relations among and between public and Catholic secondary schools in 11 middle-sized American cities. Survey, adapted from Hall-Clark instrument used to investigate interorganizational relations between human service agencies, mailed to chief administrator in each of 82 (52 public and 30 Catholic) secondary schools. 50 public school principals responded (96.2% return rate) and 27 Catholic principals returned survey (90.0%). Combined return rate 93.9%. Survey asked administrators 18 questions concerning intrasector and intersector relations. Questions focused on: frequency of school-to-school contacts, actors involved in those contacts, reasons for contacts, quality of school-to-school communication, conflict resolution mechanisms, importance of good school-to-school relations, and whether respondents shared professional organizational affiliation with other administrators. Data from surveys treated using percentages, Chi-square analysis, Pearson correlations, and repeated measures analysis. Both null hypothesis one, "There is no significant difference in ways in which public schools interact with public schools when compared to ways Catholic schools interact with Catholic schools," and null hypothesis two, "There is no significant difference between intrasector and intersector interactions involving public and Catholic schools," were rejected. 6 conclusions drawn: 1) Public school administrators generally experienced more satisfaction in their dealing with other public schools than Catholic administrators found in dealing with other Catholic schools. 2) Public school administrators were more satisfied with their relationships with Catholic schools than Catholic administrators were with their relationships with public schools. 3) Intersector interactions were dominated by exchanging transcripts and playing sports. 4) Administrators viewed themselves as the primary contact with other schools. 5) Intrasector and intersector interactions were viewed as common practice not mandated or formalized. 6) Intrasector organizational affiliation was more common than intersector affiliation.

Mims, Nancy Griffin. "A Status Study of Nonpublic High Schools' Voluntary Compliance with Florida Raise Requirements and Other Selected Quality Variables." Ed.D., Florida Atlantic University, 1988.

Purpose to determine levels of voluntary compliance with Florida's Raise Achievement in Secondary Education (RAISE) requirements and other quality variables by nonpublic high schools in 5 geographical regions. Population of 137 nonpublic schools with 40 or more students divided into 3 school categories: Catholic, religious affiliated (non-Catholic), and non-religious. Data organized into 24 selected items taken from questionnaire to determine status of teacher certification, school accreditation, course and credits required for graduation, length of class periods, enrollment, and availability of science laboratories. Data obtained determined level of voluntary compliance with Florida's RAISE requirements and other quality variables, eligibility of nonpublic schools graduating seniors seeking admission to Florida public universities and Florida Academic Scholar Program. Items of concern were cross tabulated for frequencies and percentages in 3 school categories and within each of 5 geographical regions. Concluded that there was a 76.5% compliance with RAISE requirements by nonpublic high schools. 88% of Catholic schools, 71% of religious affiliated schools, and 75% of nonreligious schools complied with RAISE requirements. Nonpublic schools fell short (75.3%) of meeting requirements for Florida Academic Scholar Program. Deficiency due to lack of advanced courses or not enough extra credits offered to students. Data showed that 53% of nonpublic school teachers hold Florida professional certificates and that schools accredited by major accrediting agencies more often in full compliance with RAISE requirements. Lack of response by nonreligious schools indicated they had no interest in study or were not willing to share information, and therefore findings were not conclusive. Did indicate that RAISE requirements have had impact on nonpublic high schools who have begun to implement more fine arts and life skills into curricula and add additional class periods.

Neagle, Thomas Herbert, Jr. "Using Marketing Research to Develop a Comprehensive Enrollment Promotion Plan for an Independent Catholic High School." Ed.D., Columbia University Teachers College, 1991.

Researcher commissioned by Board of Directors of Notre Dame High school in West Haven, Connecticut, to conduct a marketing study of school's potential clients. School has experienced a rapid decline in enrollment since 1981. Included in study: determining project objectives and articulating areas of inquiry; developing a survey instrument; contracting a telemarketing firm to conduct the interviews; analyzing the data; and, based on the results of that analysis, the creation of a comprehensive enrollment promotion plan. Study included 301 interviews of parents of Catholic school boys in grades 5 through 8. Questions were mostly open-ended, allowing for the widest freedom of expression. A progressively narrowing questioning strategy was employed. Areas of inquiry included: parents' perceptions of public, private and parochial schools; identification of desired characteristics in Catholic high schools; identifying Notre Dame's perceived strengths and weaknesses; and, the affordability of

tuition. Image study revealed that Notre Dame enjoys a strong name recognition. Parents residing in the primary market seek a school that offers: a strong college preparatory curriculum; a highly competent faculty; and a disciplined structured environment. Notre Dame is well known by these parents, but they lack specific knowledge about its curriculum and programs. Greater competition exists in the secondary market due to parents' perceptions of improving local public schools and additional private school options. Parents seek a school that: offers relevant, practical courses; helps develop religious and moral values, a sense of accomplishment, happiness, and a love of learning; and puts a low priority on athletics. Notre Dame's location and the problem of transportation are seen as biggest drawbacks. Enrollment promotion plan is outlined which includes marketing messages, tools and strategies for the school's primary and secondary markets, as well as a restructured administration for effective marketing. Many of these recommendations have been implemented and are showing positive results. This project may serve as a model for the use of marketing research by other Catholic schools whose declining enrollment poses a threat to their survival.

Scott, Gary Joseph. "Cost-Effectiveness of Secondary Education in the United States: The Impact of Instructional Error." Ph.D., The University of Notre Dame, 1993.

Relative contributions of a school and a pupil in producing cognitive achievement growth are theoretically isolated so that the efficiency of a school can be measured more objectively. Using elements from educational psychology and the neoclassical, economic method of constrained optimization, argues that a school is responsible for supplying a pupil with a high learning rate while the pupil's contribution is measured by time-on-task or attention to a lesson. Two surprising inferences are drawn from this model of school quality. The more interesting is that producing equality of achievement outcomes among pupils increases a school's ability to offer a maximum average learning rate given any level of expenditures. This contradicts present theory. Further implication is that the presumed market failure in providing for equality of educational opportunity does not exist since private schools are found to be more equal than state schools. Both of these ideas are empirically supported using the High School and Beyond data. Incorporating these results into an analysis of a voucher policy suggests that efficiency can be increased by 15% and equality of cognitive achievement by 28% without forfeiting any integration within all of our schools.

Simon, Katherine Grace. "The Place of Meaning: A Study of the Moral, Existential, and Intellectual in American High Schools." Ph.D., Stanford University, 1997.

Based on assumption that questions of moral and existential importance lie at core of academic disciplines and at heart of many of issues that humans find most interesting. Study seeks to understand extent to which discussions of moral and existential issues play a role in high school classes, and to grapple with question of how the issues might be made more central to high school curriculum without sacrificing intellectual rigor and depth and while honoring religious and cultural pluralism and the separation of church and state. Employed findings from 3 months of classroom observations and interviews of students and teachers, study depicts classroom life in 3 high schools: an urban Catholic school, suburban public school, and suburban non-denominational Jewish school. Focuses on literature, history, and biology classes at each school and documents that moral and existential issues connected to academic disciplines arise on a nearly daily basis. Much of time potential discussion of these issues is immediately curtailed - even in religious schools, whose missions include integrating learning about moral and existential issues throughout curriculum. Also investigates religion classes at religious schools, and documents and analyzes several discussions from these and other courses in which moral and existential issues are probed deeply. Seeking to help build educational theory that would lie at nexus of contemporary discussions regarding comprehensive school reform and those regarding moral education, study includes theoretical discussion of problems inherent in trying to address moral and existential issues in public schools in a pluralistic society. Aims to provide insight into how conceptions of academic disciplines could be redefined to invite moral, intellectual, and existential questions to inform one another in high school curricula, creating schools and classrooms that invite students to delve deeply into questions of meaning.

Toale, Thomas Edward. "An Evaluation of Catholic Secondary Schools within the Archdiocese of Dubuque, Iowa and Throughout the United States on Selected Quality and Quantity Indicators from 1966 to 1986." Ph.D., The University of Iowa, 1988.

Study attempted to answer the following questions: 1) What changes in quantity and quality indicators have occurred in secondary schools of Archdiocese of Dubuque, Iowa, in 20 year period between 1966-67 and 1986-87? 2) How do the changes that have occurred in quantity and quality indicators of secondary schools in Archdiocese compare with same or similar quantity and quality indicators from national samples of Catholic secondary schools? Data for 11 secondary schools of Archdiocese which were subject of study were obtained from archives of Archdiocese of Dubuque and surveys of the schools. Archives of the National Catholic Educational Association and 2 studies by James Coleman (referred to as Coleman studies) provided national data for Catholic secondary schools. $\sp1$. Means, standard deviations, and percentages computed from selected indicators compared at 5 year intervals over 20 year period in Archdiocese and nation. In both, quantity indicators which increased were percentage of full-time staff now vowed to religious life, educational revenue, per-pupil cost, and minimum sala-

ries for the bachelor's degree. Decreases were reported in Catholic secondary school enrollment and percentage of full-time staff vowed to religious life. Percentage of schools enrolling more than 500 students decreased in Archdiocese but remained constant nationally. Quality indicators which increased in Archdiocese and nation were educational background of full-time staff and pupil performance as reported on standardized tests. Indicators increasing in Archdiocese were numbers of Carnegie Units required for graduation, course offerings, and extracurricular activity offerings. Catholic secondary schools of Archdiocese and nation reported declining pupil-staff ratios. Student drop out rate remained less than 1% in archdiocese throughout period. ftn$\spl$ James C. Coleman, Public and Private High Schools (New York: Basic Books, 1986), and Coleman, High School Achievement (New York: Basic Books, 1982).

Tyler, Brian Scott. "An Analysis of Public and Catholic Secondary Education and the Earnings of Men." Ph.D., The University of Chicago, 1994.

Using the National Longitudinal Survey of the High School Class of 1972 (NLS72), examined the effect of Catholic secondary education on male earnings. In 1985, graduates of Catholic high schools had mean wages which were 18.5% higher than graduates from the public sector. The self-selection of students into schools creates an endogeneity problem which requires instrumental variables and control function estimators to obtain consistent estimates of the true Catholic effect. Religious affiliation has been relied on almost universally as the exclusionary variable in instrumental variables estimation. Recent results by Murnane, Newstead, and Olsen (1985) question its validity. Researcher introduces fraction of a district's school aged children enrolled in private schools in 1972, and 1950 state average non-public enrollments as alternatives, and contrasts their performance to the usual instrument. Employed alternative techniques to control selectivity bias. Used nonparametrically matched samples, propensity score methods, and "natural experiments" to obtain selection free estimates. These, as well as those from standard methods, indicate a gross rate of return to Catholic schooling of 2% to 8%. Compared to the cost of a 4 year Catholic secondary education, any wage premium greater than 3% is a large effect. Importance of endogenizing residential location decisions in model of school choice illustrated with 2 residential locations and 2 school sectors. Residential exogeneity has been a maintained assumption throughout this literature. This model shows that the costs and benefits associated with private schools may vary drastically across both demographic groups and residential locations, implying the typical aggregated comparisons of public to private students are overly simplistic and perhaps misleading. Empirical results appear to support the theory. Furthermore, a different Catholic effect is found within each neighborhood type. No gain to Catholic school is identified once the joint endogeneity of residential and school sector has been fully accounted for.

Wales, Patrice. "Factors Associated with the Organizational Effectiveness of Catholic Secondary Schools in the Archdiocese of Washington." Ph.D., University of Maryland College Park, 1994.

Argument is that Catholic secondary schools will be organizationally effective when their policies and practices, as judged by the perceptions of Principals, Teachers, Parents, and Students show a high congruency with the official philosophy of Catholic education. The 4 groups were assessed within each of the secondary schools of the Archdiocese of Washington regarding their perceptions on the 6 organizational areas of 1) Philosophy and Mission, b) Curriculum and Academic Structure, c) Organization and Staffing, d) Student Life, e) Finance and Governance, and f) Catholic Character and the 3 educational philosophy elements of 1) Message, 2) Community, and 3) Service. These 9 elements provided both the framework for 4 questionnaires for each type of respondent, and the basis for the research questions. The 4 respondent types formed 6 possible pairings, i.e., 1) Principal and Teacher, 2) Principal and Parent, 3) Principal and Student, 4) Teacher and Parent, 5) Teacher and Student, and 6) Parent and Student. Thus, the answer to each of the 9 research questions depended on 6 null hypotheses, rather than on only 1. Product-moment correlation coefficient was obtained for each of the respondent pairings for each of the research questions. A directional test was used and an alpha of .05 was selected as the level of significance. A correlation coefficient sufficiently positive for rejection of the null associated with a particular research question provided support for the question. Total of 77 correlations were found to be significant, all of which involved Student respondents. The next highest respondent category was Parents, followed by Teachers. Pairings involving Principals showed no significance in any of the correlations. Lack of consensus among the Principals and the limited consensus of Teachers signals a potential source of conflict within the secondary schools measured, as strong unanimity among the predominant constituents is a key factor in organizational effectiveness.

Zlatis, Douglas Stewart. "The Development of a Handbook for Admissions for Catholic Secondary Schools in the Archdiocese of Seattle." Ed.D., Seattle University, 1992.

Project presented in 2 parts. First is a research document which broadly surveys literature in the field of admissions in private and Catholic secondary schools, and reports the findings of a research plan. Second is a handbook developed and supported by the research document; it is intended for use by admissions officers in Catholic secondary schools, though primarily directed at those schools in the Archdiocese of Seattle. Research document is a thorough and extensive review of literature in the field of private secondary school admissions. Scope of the review covers the recent history of admissions and the contemporary scene in Catholic secondary school admissions. Research plan includes a comprehensive study of the policies, procedures and practices of 22

Catholic secondary schools in Region XII of the National Catholic Educational Association. Handbook provides practitioners in admissions with guidelines and practical helps for their work. Contains sample procedures and forms for a practitioner's use, which follow relevant chapters which deal with Guidelines for Policy, Procedures, Practices, Evaluation, and Marketing, and Job Descriptions for an Admission Officer. Handbook was developed following a survey which indicated no such guide existed for Catholic secondary schools. Its contents are the result of the expressed needs of admission officers in the Catholic secondary schools in Seattle.

STUDENTS

Boyd, Rebecca Jane. "The Relationship between Chemical Abuse and Academic Achievement of High School Students." Ph.D., The Ohio State University, 1988.

Problem to examine drug use by high school students and to determine whether there was a significant, meaningful, relationship between chemical use/abuse and academic achievement, demographics, family and peer relationships, and student employment. Interrelationships among drugs, alcohol and tobacco substances also examined. Population of study consisted of 1,720 student volunteers from 4 high schools located in Central Ohio: 1 vocational school, 1 Catholic high school, and 2 comprehensive high schools. Participants ranged in age from 14-19 and were in grades 9-12. Survey data for population as well as stratified groups analyzed using frequency tables, ANOVA, F tests, Pearson Product Moment correlations, and Chi Square. Following variables showed meaningful relationships to drug use/abuse: working part-time, gender, and not participating in extracurricular activities. 72% of participants have used alcohol, 42 % smoked cigarettes, and 30% have used some form of drug substance. Major conclusions were: 1) It is difficult to develop a profile of "typical" drug and/or related substance user. 2) Peer influence, participation in extracurricular activities, and working part-time all show meaningful correlations to drug and related substance usage, and a need exists to investigate impact of these variables on drug and related substance usage. 3) Substance use/abuse of population fell into categories (alcohol, soft drugs, and hard drugs) suggesting that an evolutionary process of abuser might exist. 4) Extent of drug use was very high ranging from 7% for use of cocaine to high of 38 % for marijuana. Very high % of those using drugs would be classified as abusers. 5) % of students using drugs and related substances increased as age and grade level increased, suggesting that educational intervention programs need to start early in educational setting.

Engel, Joan M. Lezar. "Development of Future Extension in Adolescents: A Construct Validity Study." Ph.D., Fordham University, 1989.

Explored development of future time extension during adolescence. Future time extension defined as length of time projected from subject's current age to a future event. Future extension expected to lengthen with age during adolescence. Cognitive and ego development occurring during adolescence, cultural/environmental press to consider future, and vocational choice task were expected to influence development of future extension. Following questions were of interest: 1) Does future extension increase with age? 2) Is future extension correlated with cognitive development? 3) Is future extension correlated with career development? Measures were: Future Thinking, Self-Generated Future Events, and Experimenter-Generated Future Events, the CDA scale from the Career Development Inventory, and formal operational thought Flexible Rods and Chemicals Combinations tasks. Subjects made age estimates for future career events in the Future Extension measures. Experimenter-Generated measure listed future career events for subjects, and Self-Generated measure asked subjects to choose their future career events. Subjects were 75 eighth graders from Westchester, New York parochial schools (average age 13.5) and college seniors from Fordham University (21.4 years). Sample mostly Caucasian, Catholic and Class IV (Hollingshead, 1975). Significant main effects on Future Thinking and Self-Generated measures found males showed higher Future Extension. Older students showed significantly higher future extension on Future Thinking and Self-Generated measures. CDA and formal operational thought generally not related to Future Extension measures. Significant and positive intercorrelations among Future Extension measures found in college sample. Experimenter-Generated measure elicited agreement from both groups as to appropriate age for future career events. Specifying domain appeared to improve Future Extension measurement.

Gross, Doris Lenora. "A Survey to Determine the Relationship between Self-Concept and Reading Ability in a Selected Group of Secondary Students: Case Studies of Four High Schools in the Chicago Area." Ph.D., Loyola University of Chicago, 1988.

Sample included 360 students from 3 public high schools and 1 Catholic school representing a high SES/high performance school, a middle SES/high performance school, a low SES/low-middle performance school, and a low SES/low performance school. Case study method examined each school in depth., Bivariate correlations and self concept scores were examined by classroom grouping, gender, and school. Significant differences between self concept and achievement in reading found when data examined by gender, group and school. Significant differences between schools found on mean self concept scores, but no significant differences found in comparable high reading levels between schools. Holding constant for school context, SES and racial factors, academic level was main effect on student self concept. Gender differences found between schools and within levels in schools. More significant bivariate correlations found for females than males between reading and self concept, more males in low and more females in high reading levels. Age factor also found to be related to student's self

concepts.

Horton, Roy Laurence. "An Examination of the Post-Secondary School Musical Activities of the Graduates of the Delbarton School from 1972 through 1985." Ed.D., Columbia University Teachers College, 1992.

Study examined patterns of relationship between the music program and curriculum at Delbarton School, an independent Roman Catholic secondary school for boys, and that school's graduates' involvement in music as a performer and consumer during and after college. Graduates from 1972 through 1985 were sent a questionnaire constructed to find their level of musical involvement since graduation. Each respondent classified either as passive (not involved in music making) or active (involved in music making). All students were required to take music listening, but not a music making, course at Delbarton. Of the 235 questionnaires returned, 66% (156) were classified as passive, and 34% (79) were classified active. Analysis of data resulted in a number of conclusions, including: 1) students who were involved in music making consider music to be presently involved in music as a performer or listener; 2) those involved in music making consider music to be important in their lives; and 3) music listening is the primary musical outlet after college for those who value music. Drawing upon these, and other conclusions, it can be said that the best preparation for a lifelong involvement with music, as performer and/or listener, is one that is rooted in music making.

Marquis, William Paul. "What Schools Contribute to Education: A Comparative Study of Catholic and Public High School Students Using a Value-Added Approach." Ph.D., The Ohio State University, 1996.

Purpose of this study was to compare the academic achievement of public and Catholic high school students and identify which student, teacher, school, and family characteristics are significantly related to learning. Student-specific data on a sample of approximately 26,000 students, collected over an 8 year period by the National Center for Educational Statistics for the National Longitudinal Study Base Year 1988 is in this study. Data set includes information on individual standardized test scores, family, teacher, and school characteristics. A simultaneous equation model, consisting of a probit equation for Catholic or public high school choice, and a value-added educational production function corrected for selectivity bias was estimated for public and Catholic high school sectors. A Heckman correction technique was applied to the results of the probit equation and entered into the educational production functions to correct for selectivity bias. The dependent variable in the production functions was a standardized measure of the change in student test scores between the 8th and 12th grades. Results of this study indicate that the student and other background characteristics significantly related to gain scores in mathematics, reading, and social studies are more positively impacted in Catholic high schools.

Mendoza, Mariateresa Roghi. "The Relationship between School Culture and Students' Self-Concept, Academic Achievement, and Academic Aspirations in Catholic Secondary Schools as Perceived by Students, Faculty/Staff, and Parents." Ph.D., University of Southern California, 1991.

Purpose of this study was to ascertain the cultural factors believed to influence student academic achievement, aspirations and self-concept. Data gathered from school personnel, students, and parents in 4 single-sex, college preparatory, Catholic secondary schools, 2 inner-city and 2 suburban. Survey research and interviews utilized. Data qualitatively and quantitatively analyzed for factors believed to impact students positively. Interviews, observations, and surveys indicate that the Catholic schools studied influence students positively due to a culture of values founded in the Catholic Church. Concluded that: 1) Based on student, parent, and faculty/staff perceptions, student academic aspirations and achievement are developed in the Catholic secondary school because of challenging academic programs and high expectations of success. 2) Mutual respect and sense of family were reported to exist. 3) Student self-esteem is believed to be nurtured through the care and respect received from teachers, and from parental support. 4) The foundation of the Catholic Church is the structure in which a community of values enables students, parents, and faculties/staffs to be "companions" in education. 5) Fair, firm, and consistent discipline and care for students are manifest. Recommended that: 1) Study should be expanded to include seniors from co-ed schools and their parents for verification of study's findings. 2) Inner-city schools should promote parental involvement on campus. 3) Non-Catholic schools and school districts should collaboratively develop goals and mission statements that can be ritualized for the enhancement of school culture. 4) The variance between the inner-city schools and the suburban schools should be investigated, paying particular attention to the growing non-Catholic population.

Miller, Pamela Beth. "Community Violence and Young Children: A Survey of Massachusetts Sixth Graders." Ed.D., Harvard University, 1997.

Sixth graders randomly selected from urban school districts in high crime communities across Massachusetts by 1st inviting superintendents from districts to participate in survey of children's exposure to community violence. Principals from all public, Catholic, and private schools invited to participate, 73% of whom agreed. Stratified by school type (public, Catholic, private), a random sample of 125 schools (randomly sampled with replacement) was selected, in proportion to numbers of 6th grade children. Principals then selected boy and girl at random to complete a mail survey. Series of steps created a self-weighting random sample of 236 6th graders (mean age: 11.76). Principals administered quantitative survey to each selected child. To adequately assess child's

response to violence exposure, form, type, and frequency, as well as additional detailed information about violence episodes examined. Survey also included Trauma Symptom Checklist for Children - A (Briere, 1996) as measure of distress, a scale assessing worry about community safety, and demographic questions. Analysis described form, type, frequency, and other details of violent episodes that children experienced in their communities, frequency and type of distress they reported, and how such exposure and distress varied by gender, race/ethnicity, or income and household configuration. Findings indicate children experienced relatively high levels of violence, boys were victimized more frequently than girls, children from different racial/ethnic groups exposed to different types and frequencies of violence, and children in 2-parent households had lower levels of exposure than those not residing with 2 parents. Exposure to violence influenced reported distress and worry: children exposed to higher numbers of violent episodes had higher scores on all distress scales, and children exposed to more proximal hearsay and victimization episodes also scored higher (with exception of the worry scale). Selected group of children and parents who had experienced many violent episodes also interviewed. They discussed multiple episodes of violence and coping mechanisms they employed to protect themselves.

O'Brien, Joanne Marie. "An Evaluation of a Truancy Prevention Program for Children between the Ages of 6 and 12." Ed.D., Columbia University Teachers College, 1989.

Study was program evaluation of Rheedlen Foundation's Truancy Prevention Program. Incorporated in 1970, Rheedlen Foundation was 1st non-profit, community based organization in New York City to focus exclusive attention on problems of truancy among young children, and to demonstrate correlation between young children out of school and abuse and neglect. Purpose was to determine if stated goals of Rheedlen Foundation's Truancy Prevention Program were being met. Goals were operationalized into measurable objectives. Quantitative and qualitative data collected. Children's school records and case records used to examine academic backgrounds and family histories. Child's educational program at Rheedlen examined for reading scores. Teachers and parents given questionnaires; children and staff of program were interviewed. The 32 children in sample attended 5 New York City Public schools and 1 Catholic school all located on Upper West Side of Manhattan and Central Harlem. Results of study indicate that goals of program met. Increase in attendance, reading scores improved, social services were provided which improved home conditions. Teachers noted that classroom work and behavior of children improved while in program. Parents noted change in their children's attitude toward school, and believed that Rheedlen Foundation enabled them to obtain services they needed. Multi-service approach significantly helped neglected and abused children from families marked by poverty, substandard housing, and substance abuse.

Slear, Sharon Marie. "The Role of Student Activities in the Catholic High School Program." Ph.D., Boston College, 1988.

Purpose stated in title. Study compared current perceptions and ideal expectations of administrators and teachers regarding role of student activities by addressing 5 specific questions, which generated the following 5 hypotheses, there are no significant differences between: 1) the current perceptions of administrators and those of teachers, 2) the ideal expectations of administrators and those of teachers, 3) the current perceptions and ideal expectations of teachers, 4) the current perceptions and ideal expectations of administrators, and 5) the current perceptions and ideal expectations of teachers and administrators in private schools, diocesan schools, and parish schools. Questionnaire containing 29 statements and a descriptive section developed to investigate role of student activities in the Catholic high school program in Archdiocese of Baltimore. Of 461 questionnaires delivered, 454 returns produced effective return rate of 99%. Subjects responded on 4-point Likert scale (strongly agree to strongly disagree) to statements. Mean scores calculated. F-ration, Scheffe method, and t-test used for statistical data. 5 hypotheses rejected either totally or partially. Results indicate significant degree of conflict between ideal expectations and current perceptions of each respondent group, and between ideal expectations and current perceptions of teachers and administrators. Greatest difference is between current perceptions and ideal expectations. Most obvious in areas of student leadership training, training and compensation for advisors, and evaluation of program. Administrators and teachers strongly agree that student activities program exists for benefit of students. To be successful, program needs support of entire school community.

Smurthwaite, Thomas J. "Examining the Relationship between Despair over Nuclear War and Adolescent Depression." Ph.D., University of Oregon, 1989.

Examination of literature suggests that "fear" of nuclear war is not a unidimensional construct, and that affective reactions to nuclear war include anxiety, concern, pessimism, and despair. Of these, despair seems most likely related to states of dysfunctional mental health. Scale measuring despair over nuclear war constructed for study, as was scale which measured concern over nuclear war. Hypothesized that despair over nuclear war would be predictive of depression in young adolescents, even when 2 other known predictors of depression were considered. Self-report measures given to 224 8th and 9th grade students in Baltimore-area Catholic schools. Measures included despair over nuclear war, concern over nuclear war, locus of control, unpleasant activities, depression, and demographic data. Results showed that despair over nuclear war was significantly and positively related to depression, but that concern over nuclear war was unrelated to depression. Relationship between nuclear despair and depression found to be non-linear; as nuclear despair scores rose there was an acceleration in relationship

between nuclear despair and depression. Hierarchical regression analysis showed that despair over nuclear war added significant additional variance in prediction of depression, over and above contribution made by 2 known predictors of depression, external locus of control and unpleasant activities. Results suggest that despair over nuclear war may be related to impaired mental health for subpopulation of young adolescents. Implications of these results for counselors and researchers are discussed.

Sunderbruch, Thomas Arthur. "A Comparison of ACT Assessment Scores for Similarly Situated Public School and Catholic School Students in Selected Iowa High Schools." Ph.D. The University of Iowa, 1996.

Study population consisted of 1009 matched pairs of examinees in Iowa who completed the ACT Assessment during the 1994-95 school year. Examinees were matched on 6 variables: gender, race/ethnicity, family income, grade level, courses taken and not taken, and high school mean grade point average. Descriptive statistics, matched pairs t-tests, effect size statistics, and stepwise multiple linear regression analyses were employed. In the stepwise regression analysis, the results indicated the variables having the strongest influence with the ACT subtest scores and the composite score were high school mean which affected all scores of both the public and Catholic school examinees, family income which affected the scores of Catholic school examinees on all but the mathematics sub-tests and the composite score, grade level which affected all scores of the public school examinees, and gender which affected all scores of the Catholic and public school examinees except in the English test. An analysis of mean score differences and the effect size of those differences indicate that, when similarly situated, Catholic school examinees in general did no better on the ACT Assessment than the public school examinees. Also, an analysis of mean score differences and the effect size of those differences indicate that, when similarly situated, there is no practical value in the differences between Catholic and public school examinees demonstrated in the areas of accomplishments, participation in extra-curricular activities, and perceptions of school environment and services provided. The predictor variable of family income did show an effect upon the performance of Catholic school examinees for each of the 4 sub-tests and the composite score. On the other hand, no effect was demonstrated by the predictor variable of family income for any of the sub-tests or the composite score of public school examinees.

Waters, Kathleen R. "The Relationship between Service Work Performed by Students in the High Schools of the Diocese of Brooklyn and Queens and the Students' Career Maturity." Ed.D., New York University, 1990.

Research developed to see if there was a relationship between the service involvment and judgments which the students made concerning their future career decisions. Descriptive data collected from 14 participating schools by means of interviews and completion of 1 survey prepared by researcher. Student participants were drawn from 2 groups of 10th, 11th, and 12th graders by means of stratified random sampling: 180 male and female students who were involved in service programs at time of study (Group 1) and 180 male and female students who were not involved (Group 2). Career Maturity Inventory (Crites, 1978) administered to all research participants and provided data for statistical analyses. Additional descriptive data provided by 180 students from Group 1 who completed questionnaire prepared by researcher. Overview of many comprehensive service programs involving thousands of Catholic high school students in 2 New York City counties of Brooklyn and Queens developed from data collected from schools and students. None of predictor variables of group, grade and gender, studied separately, showed a consistent influence on all of career maturity variables. Group 1 students scored higher than Group 2 students on all variables when not separated by grade and gender. Girls scored higher than boys on all variables only when considered with grade and group. 10th grade students achieved highest mean score on 4 career maturity variables: self-appraisal, goal selection, planning and problem solving. 12th grade students achieved highest mean score on the 2 remaining variables: attitude and occupational information. Results of study indicated that there was not a significant relationship between service work and students' career maturity.

TEACHERS

Alfone, John R. "Teachers' Pursuits of Professional Development beyond Requirements." Ed.D., University of Hartford, 1997.

Investigated reasons teachers cited for pursuit of professional development and types of professional development in which teachers participated. Examined instructional leadership and climate of schools where teachers were employed and effects of such factors on professional development of elementary school teachers. 2 major subgroups of teachers, elementary teachers in Catholic and public schools were surveyed to examine patterns of professional development to determine if differences existed. Sample consisted of 178 teachers (77 Catholic and 101 public) from 2 counties in southern New England state who have taught more than 2 years in their current school and achieved tenure level of teaching which was identified as 4 or more years of continuous teaching. Each participant asked to respond to 3 survey instruments: 1) Teacher Participation Reasons Scale, an adaptation of Participation Reasons Scale (Grotelueschen Associates, 1996). This 30-item survey used to identify reasons teachers pursue professional development; 2) Instructional Climate Inventory (ICI), Form T was obtained from MetriTech, Inc. This 113-item instrument used to provide scaled scores for dimensions of instructional leadership and climate of schools in which participants employed. Scores were then compared to published norms for instrument to note differences between groups; 3) Personal and Demographic Data survey used to compile background information on respondents and to obtain data concerning last 3 professional development activities attended. This instrument designed for this study. Results of study are congruent with findings of research in other professional fields. This research suggested that instructional leadership and climate do have influence on teachers' pursuits of professional development. Educational leaders can create optimal climates for such pursuits by providing support through choice, funding and time. This research confirmed findings of research of other professions. Teachers pursue professional development more often for personal reasons rather than for organizational or system needs. Choice, time and relevance to actual practice are cited as recommendations to encourage professional development pursuits.

Barrett-Jones, Kathleen Ann. "A Study of Recruitment and Retention among Elementary Teachers in Catholic Schools." Ed.D., Kansas State University, 1993.

Purpose was to determine the factors that motivated teachers to initially choose a career in Catholic schools, and of these which factor(s) best determined a teacher's decision to leave or remain in this setting. One hundred full-time current teachers and 77 former full-time teachers in Catholic elementary schools in Diocese of Fort Wayne/South Bend participated. Individuals were randomly selected from a list of 842 full-time elementary teachers that was stratified on 1 variable, those who were working and those who had been working within Catholic school system for at least 5 years (STAYER) and those who had left their teaching position within Catholic school system and had not returned (LEAVER). Survey developed by researcher to gather the information concerning teachers' reasons for choosing, remaining in, or leaving Catholic schools. Descriptive and inferential statistics and a discriminant analysis were computed. Found, first, there were 4 items which discriminated an individual as a STAYER or LEAVER in Catholic schools. These were: safe school environment, emphasis on instruction, sharing faith with students, and salary offered. Second, STAYERS believed in Catholic education, valued sharing faith with students, and the opportunity to teach values and morals. Third, for LEAVERS, salary and benefits were an influential factor in their decision. Fourth, formal Catholic education was not a factor in an individual's decision to choose, leave, or remain in Catholic education. Recommended that principals clearly articulate the mission of the school and stress the factors of the discriminant function during selection process: safe school environment, emphasis on instruction, sharing faith with students, and salary offered. Orientation of new teachers must focus on factors which will draw the teachers more closely into a commitment to Catholic schools, and recruitment materials for teachers should be developed that will address these same factors.

Brock, Barbara Louise. "First Year Teachers in Catholic Schools: A Study and Analysis of Perceptions of Undergraduate Preparation, Entry Level Assistance, and Problems, and Development of a Model of Assistance." Ed.D., The University of Nebraska-Lincoln, 1988.

Questionnaire developed and mailed to population of 1st year teachers in Catholic elementary schools in Omaha Archdiocese during 1987-88 school year. 51, or 94%, of identified 55 teachers provided usable returns. Responses processed by computer. Interviews conducted with 6 of 1st year teachers. Results of data analyses reported in tables showing descriptive statistics and correlations. Summaries of written responses and interviews presented. No difference found in perceptions of 1st year teachers regarding adequacy of preparation between public and Catholic colleges/universities. Areas perceived to be most inadequate in preparation related to religious

aspects of teaching in Catholic school. Least frequent methods of assistance indicated were observations of other teachers, in-service for beginning teachers, Archdiocesan workshops, mentors, and evaluations by principal. Salary, maintaining energy, stress management, classroom discipline, and working with slow learners were most frequently mentioned problems. Significant negative relationship determined between amount of inservice assistance received and frequency of problems experienced. Specific recommendations for preservice education and for providing supervision, assistance, and support to 1st year teachers in Catholic elementary schools presented. An "Assistance Model for First-Year Teachers in Catholic Elementary Schools" was provided.

Considine, Jeanann. "A Comparison of Organizational Climate and Teacher Values of Secondary Public and Catholic School Teachers in Connecticut." Ph.D., The University of Connecticut, 1988.

Investigation examined to what extent and in what manner sector membership (public, Catholic) can be explained based upon demographic data (age, gender, years in school), teacher values (theoretical, economic, aesthetic, political, religious, social), and climate (decision process, goal commitment, team cooperation). Teachers unit of analysis; sample consisted of 400 teachers, 200 from public and 200 from Catholic sectors. 16 schools, 8 from each sector, randomly selected from all public and Catholic secondary schools in Connecticut. Teachers chosen at random from each of the 16 schools. Data gathered via mail survey using Likert's Profile of a School questionnaire and Allport, Vernon and Lindzey's Study of Values. Sector membership was dependent variable. Independent predictor variables were: organizational climate and teacher values. Demographics were used as covariates. Multiple regression used to assess contributions of each independent variable or block of independent variables in predetermined hierarchical order. For each independent variable in the regression previously entered predictor variables acted as covariates. Findings of study indicated that theoretical, economic, aesthetic, social, and political values significantly discriminate sector membership. Years in school significant in discriminating sector affiliation. Organizational climate variables were non-significant predictors. Team cooperation was variable which came closest to differentiating the sectors. Teacher values were better discriminators between public and Catholic schools than organizational climate variables. Findings can be used to improve selection and assignment of teachers to schools where their ideas and values will facilitate specific climate orientation.

Dipaola, Lucy. "A Study of a Staff Development Program for Catholic Elementary School Lay Teachers." Ph.D., Fordham University, 1990.

Main purpose to evaluate degree to which a staff development program in area of religious education was successful in achieving its 3fold purpose: 1) provide opportunity for teachers to deepen personal spirituality; 2) increase theological knowledge out of which one teaches; and 3) expand and improve skills in teaching of religion. Evaluation of effectiveness of program in reaching its goals based on perceptions of Catholic elementary school lay teachers who were in process of completing 1st 2 years of program requirements. Theoretical rationale for study based on 2 areas: 1) effective staff development programs that are generally designed and best suited for teacher as adult learner; and 2) staff development programs that are designed in area of religious education and best suited for individual needs of teacher. Survey research methodology for purposes of evaluation employed. Questionnaire and indepth interview used to survey lay teachers' perceptions of program. 277 teachers from 42 Catholic elementary schools responded to 51 item questionnaire; 13 of 277 participated in interview, which were semi-structured using 23 questions that were open-ended in nature. Following conclusions drawn: 1) Staff development programs need to be designed according to backgrounds, experiences, and needs of participants. 2) Teachers as adult learners are autonomous in nature and will have tendency to resist staff development programs that are mandated rather than those that give them freedom of choice. 3) Teachers who are engaged in staff development activities need to have support and guidance from local school principals and/or coaches; teachers need to have ongoing feedback and opportunity to practice any new ideas. 4) Staff development programs designed for Catholic school teachers in area of religious education need to focus more on contemporary concerns that laity have in relation to their individual daily experiences and levels of faith development. 5) Catholic school lay teachers have strong sense of mission and dedication to ideals of Catholic education and see themselves as very important in carrying out mission of Catholic Church.

Hamilton, Mary Katherine. "A Critical Examination of Educational Professionalism: Openings for a Fusion of Horizons within a Catholic Tradition." Ed.D., University of San Francisco, 1989.

Purpose of study to discover in unexamined assumptions and beliefs of Catholic elementary school teachers and administrators possible constraints and potential for a reappropriation of concept of "the professional teacher." Study sought to contribute to a disclosure of openings for clarifying sense of oneself as educator and for focusing critical and creative task of self identity and purpose facing Catholic schools as whole. 21 educators, Catholic elementary teachers and administrators, interviewed using process of dialogic retrospection. Each interview taped, transcribed, and then returned unedited to interviewee prior to follow-up conversation aimed at further reflection and clarification. 2nd interview also taped, transcribed, and incorporated into data for analysis. Study conducted in light of philosophical hermeneutics as expressed by Gadamer and Ricoeur, and critical theory as understood by Habermas. Data from study revealed that while a general consensus exists about associating professionalism with

competence, many participants were reluctant to embrace concept of "professional" as term of self-definition. Data suggests such hesitancy may reflect ambiguity experienced by participants in their "professional" relationships. May also stem from apparent tension between different interpretations of "professional" and understandings of faith community. Two broad openings emerged from reflecting on data, providing broad framework for further action. 1st opening points to critical consciousness of concrete situation of one's practice. 2nd envisions an "intentional educational community" in which decisions and commitments arise from practical context of communicative action.

Kennedy, Saundra Kay. "The 'Untrained' Religious Educator in Roman Catholic Elementary Schools." Ed.D., Columbia University Teachers College, 1996.

Purpose to examine the practice of Catholic elementary school religious educators who lack professional training in the field. Realization of goals established by Magisterium and national administrators may be difficult to obtain, thus affecting the school's Catholic identity, mission, and purpose. Catholic school administrators strive to maintain high academic standards by employing educators who hold degrees from accredited colleges and universities. Same may not be true for employment of religious educators. Thus, religious education, the raison d'etre of these schools, is done by teachers without adequate preparation. Through qualitative research methodology, 8 teachers in 3 culturally diverse Catholic elementary schools were interviewed and observed over 7 months. Personal backgrounds, spirituality, education, and pedagogical subject-matter knowledge were explored in terms of their influence on practice. Data revealed a variety of challenges and limitations including: reliance on practices of past teachers, thereby perpetuating pre-Vatican II ideologies, misconceived notions of Church doctrine, and literal interpretations of Scripture. Lack of professional religious education also reflected the utilization of academic pedagogical models and confined appreciation of critical reflection or experiential implications of religious knowledge. Limited attention given to age appropriate information as well as to the scope and sequence of established religious education programs and systematic organizations of doctrine or scripture. This tended to result in conglomerations of personal agendas. Slight appreciation was indicated for thematic interconnections or for the progressive development of religious literacy and spirituality. Hiring practices, ineffective course offerings, insufficient parental and/or clerical support, negative influences within school environments and/or society augmented the dilemma. Recommendations address attention to school cultures and to the practical needs and ongoing education of religious educators. National certification requirements are suggested to regulate accreditation standards stressing more uniformity in teacher training. Maintenance of Catholic school goals and foundational charisms might be encouraged and assisted through the role of specifically designated personnel within schools themselves.

Lee, Maria Ana T. "Perceptions of Catholic School Teachers in Guam of Job Factors Related to Teacher Motivation." D.Ed., University of Oregon, 1991.

Motivation and job satisfaction are major concerns on Guam. Study investigated teacher perceptions of workplace conditions in the 14 Catholic schools in Guam. Purpose was to identify from among 16 job factors those specific factors that contribute to teachers' satisfaction and motivation in the work environment. 164 male and female teachers in kindergarten through grade 12 participated in study. The Neal-Priest Inventory for Motivational Congruency or Discrepancy and a demographic information sheet were used to collect data. Data from instruments analyzed using a combination of descriptive and correlational statistics. Means of the 16 job factors identified in the Inventory were rank ordered. Correlation statistics were used to determine the level of relationship among the 16 job factors and between the variable of gender and the job factor the subjects perceived as most important. Analysis of variance used to test for significant differences among the most important job factor and the variables of age, ethnicity, grade level assigned, and the length of teaching experience. Results indicated that Catholic school teachers in Guam considered doing important, interesting, or quality work as the most important job factor. Factors relating to professional growth and service were more important than the factors of salary, promotion and other extrinsic rewards. No significant relationship existed between the variables of age, gender, grade level assignment, and length of teaching experience, and job factor teachers perceived as most important. Results support previous research findings that workplace conditions are important to job satisfaction and teacher motivation. Implications for possible changes in organizational practices are presented as well as directions for future research.

O'Brien, Paul J. "From Under the Tree: An Educator's Journey." D.A., State University of New York at Albany, 1994.

Is a portrait of one teacher's experience in a Catholic high school. Through autobiography, memoir, short stories and poetry, the writer presented his educational experience, juxtaposing non-fictional accounts with the fiction that was inspired by his experience. Begins with autobiographical introduction, followed by a series of 4 non-fictional accounts of events or experiences that were memorable. Each of these is followed by a short piece called "Transition," in which the writer reflects on what in the event inspired him to look at the experience through the lens of fiction. After the "Transition," a short story follows. After the 4th and last of these stories, the writer draws his conclusions about reflecting on a teacher's life.

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Shimabukuro, Virginia Hodel. "Profile of an Ideal Catholic School Teacher: Content Analysis of Roman and American Documents." Ed.D., University of San Francisco, 1994.

In the context of Vatican II new-paradigm thinking, study dedicated to exploration of identity of the Catholic school teacher, to a discovery of those characteristics of the teacher that are distinguishably Catholic. Content analysis of 8 Roman and American Church documents pertaining to education was conducted to obtain data in order to form a portrait of the ideal Catholic school teacher. Documents were: "Declaration on Christian Education" (1965); "To Teach as Jesus Did" (1972); "Teach Them" (1976); "The Catholic School" (1977); "Sharing the Light of Faith" (1979); "Lay Catholics in Schools: Witnesses to Faith" (1982); "The Religious Dimension of Education in a Catholic School" (1988); and "In Support of Catholic Elementary and Secondary Schools" (1990). Five major themes characterizing the ideal Catholic school teacher emerged from the literature, in order of frequency of citations: 1) The teacher forms the Christian spirituality of students; 2) The teacher is vocationally prepared; 3) The teacher is a builder of community; 4) The teacher forms the humanity of students; and 5) The teacher is professionally prepared. A typology of the ideal Catholic school teacher was formulated as a result of this investigation. Thirty-one sub-themes, related to the 5 major themes, more specifically descriptive of the ideal Catholic school teacher, emerged. The emergent teacher characteristics and expectations represent parts of a wholistic, organic approach to education that is characteristically Catholic. The ideal Catholic school teacher spans the needs of students in at least the following areas: religious, spiritual, moral, intellectual, psychological, developmental, interpersonal, social, environmental, global, and technological.

Small, Thomas William. "Teachers' Perceptions of Stress-Related Factors in Low-Income Serving Catholic Secondary Schools." Ph.D., The Catholic University of America, 1989.

Purpose of study was to examine Catholic schoolteachers' perceptions of factors that may be related to stress and determine relationship of these factors to teachers' gender, teaching experience, and assignment to school type, i.e., proportion of low-income students served. Sample consisted of 910 teachers from schools whose student bodies comprise 11% or more students from low-income families. Teacher survey items from national study on Catholic secondary schooling conceptually grouped within 4 primary classifications and 25 subcategories: Administrative/Organizational, Role, Environmental/Climate, Personal. Results of 8 Multivariate Analysis of Variances (MANOVA), and 4 each for lay and religious teachers on items within 4 classifications indicate that female lay teachers are more positive about Role factors, as predicted, than lay males. Female religious are more positive about school climate factors than male religious; however, older female religious favor a more structured school setting than other religious teachers. New teachers and veteran teachers unexpectedly are less positive about stress-related factors measured than their mid-career colleagues. Teachers at schools serving high proportions of low-income students more positive about schooling factors than teachers at schools serving fewer low-income students. This finding was paradoxical and not predicted based on public school literature. In general, teachers in Catholic schools maintain positive outlook on schooling and are buffered somewhat from effects of stress by "community" of Catholic schools. Study should be of use to Catholic school administrators as they attempt to reduce high teacher turnover rate in Catholic schools (NCEA, 1986).

Tarr, Hope C. "The Commitment and Satisfaction of Catholic School Teachers." Ph.D., The Catholic University of America, 1992.

Commitment among Catholic school teachers embodies 3 dimensions: to the organizational mission of Catholic schools; to teaching; and to job-specific characteristics. Study formulated a theoretical model to consider variables which precede commitment, namely prior attendance of and tenure in Catholic schools and the importance of religion, and variables which intervene between commitment and satisfaction, namely perceived support and professional and mission-related efficacy. Analyses were based on the questionnaire responses of 940 full-time teachers in Boston Catholic elementary and secondary schools during the 1989-90 academic year. Commitment assumed 2 forms: primary commitment, a categorical variable determined by teachers' 1st-ranked reason for deciding to teach in the present school; and continuous factor scores corresponding to organizational, teaching, and job-specific commitments. Results indicated that importance of religion and length of organizational tenure were significant predictors of organizational commitment for lay Catholics. Along with prior attendance of Catholic schools, they predicted 18% and 22% of organizational commitment for lay Catholic elementary and secondary teachers, respectively. Organizationally-committed teachers as a group had significantly more positive perceptions of supportive relationships with colleagues than either teaching- or job-committed teachers. Perceived support was a strong predictor of mission-related efficacy, which in turn predicted internal satisfaction for both elementary and secondary teachers. Perceptions of principal and collegial support were significant predictors of internal satisfaction for all teachers. Organizationally-committed teachers were significantly more satisfied than job-committed teachers with all 7 aspects of the school's reward structure: religious and professional environment; political climate; community support; personal relations; compensations; and teaching-specific features. Can be concluded that both length of tenure in Catholic schools and the importance of religion are hallmarks of an organizationally-committed Catholic laity. Organizationally-committed teachers view relationships with colleagues more positively, evidence higher levels of mission-related efficacy, and derive more job satisfaction from their work than either teaching- or job-committed teachers. Results are generally consistent with previous studies reporting a positive relationship between organizational commitment and work-related satisfaction.

Tichy, Karen L. "Perceptions of Faculty Members in Selected Catholic High Schools regarding North Central Association Evaluation Formats." Ed.D., Saint Louis University, 1994.

Study included 340 faculty members in the 12 Catholic high schools in St. Louis who were on staff during their school's last North Central Association (NCA) evaluation and who remained on staff during the 1993-94 school year. Concerned with evaluation process based on format used (conventional, individualized, or outcomes). Data collected on a 35-item survey constructed for study. Independent variables were format, school type, and prior NCA experience. Dependent variables were respondents' ratings on a 7 point Likert -type scale regarding the mechanics of the self-study, faculty ownership, relevance to local and professional concerns, improvement generated, and results of participation. Surveys were returned by 81.8% of those contacted. One-way ANOVAs and t-tests were used to analyze the data resulting in the following conclusions: 1) Perceptions regarding mechanics did not vary significantly according to format used; 2) perceptions regarding faculty ownership ($p < .001$), improvement generated ($p < .01$), and results of participation ($p < .01$) were significantly more positive if the individualized format was used rather than the conventional; 3) perceptions regarding relevance were significantly more positive if the individualized format was used rather than the outcomes ($p < .001$); 4) perceptions of faculty members from private schools regarding ownership ($p < .01$), improvement generated ($p < .001$), and results of participation ($p < .001$) were significantly more positive than faculty members from diocesan schools; and 5) perceptions regarding ownership and relevance did not vary significantly according to prior experience. Recommendations included: 1) more time for conducting the self-study; 2) more clarification of the evaluation process, especially the outcomes format; 3) additional examples of exemplary self-studies; 4) greater attention to designing the self-study, developing faculty leadership, sustaining faculty motivation, and developing specific action plans; and 5) increased emphasis on student learning.

White, Charles Edward. "Expectations for the Beginning Catholic Elementary School Teacher Held by Catholic School Principals and Catholic College/University Teacher Educators." Ed.D., University of San Francisco, 1995.

Faculties of Catholic schools have changed from teachers who were vowed religious to lay teachers who do not have special and ministerial preparation. Church documents direct principals to hire teachers with spiritual and ministerial qualifications; bishops of United States have called on Catholic colleges and universities to be engaged in preparing teachers with these qualifications. Study addresses the extent to which there is agreement among the teacher educators in the Catholic colleges and universities and Catholic elementary school principals regarding the competencies a beginning Catholic school teacher should have. Distributed a 93 item questionnaire developed by Keating (1987) to all of the full-time teacher educators in the 10 Catholic colleges and universities with teacher education programs in California. Also sent to sample of 55 Catholic elementary school principals. Analysis of responses revealed that teacher educators placed more importance on the competencies included in the subscales of instructional competencies and planning competencies while principals rated the ministerial competencies and spiritual qualities more important than did the teacher educators. No significant difference between the 2 groups with regard to professional competencies. Results were consistent with the findings of Keating (1987) who studied similar groups in Texas. If Catholic teacher education institutions are to be successful in providing prospective Catholic elementary school teachers with the spiritual, ministerial, and professional competencies and qualities needed for success in Catholic schools, there must be more congruence with regard to the expectations of teacher educators and Catholic school principals. This study indicates there are significant differences in the expectations of the 2 groups with regard to the competencies needed by beginning teachers in Catholic schools.

Zimmer, Katrina Rene Nottingham. "The Relationship of a Spiritual Calling to Motivation, Locus of Control, Burnout and Longevity in Teaching." Ph.D., University of North Texas, 1994.

Study addressed 6 research questions: 1) Does a teacher who has a spiritual calling have a different motivation (self, interaction, task) to his/her work than a teacher who does not have a spiritual calling? 2) Does a teacher who feels a spiritual calling have a different locus of control (internal, external) than one who does not? 3) Does a teacher who has a spiritual calling have a different degree of burnout than one who does not? 4) Does a teacher who has a spiritual calling have a different sense of voluntary commitment in the longevity of his/her work than one who does not? 5) Is there a different concentration of teachers who have a spiritual calling in public or parochial schools? 6) Does the public or religious school affiliation make a difference in questions #1 through #4? Compiled a Teacher Motivation Inventory using The Orientation Inventory by Bass, Rotter's Internal/External Locus of Control, Maslach Burnout Inventory by Maslach, Jackson, and Schwab, a researcher-made Spiritual Calling Inventory, and longevity questions. Tukey HSD post hoc comparisons test and Chi-square Test of Independence were used. Study was conducted in spring of 1994 in public, Catholic, Lutheran and Jewish elementary schools. Teachers who scored in the upper third on the Spiritual Calling Inventory were categorized as having a spiritual calling to teaching. These teachers had a significantly more internal locus of control, were less likely to depersonalize students, had greater personal accomplishment and were more likely to choose teaching again than those not having a spiritual calling. A spiritual calling had a significant relationship to some very meaningful, attractive qualities in a teacher's personal attitude toward a teaching career.

TECHNOLOGY

Dauwer, Ellen M. "The Effect of Three Varied Types of Teacher Training on the Integration of Computers into the Curriculum." Ph.D., New York University, 1988.

Purpose stated in title. The 3 types of training (workshops, individual consultation, and workshops supplemented by individual consultation) used 2 methods of training: whole-group workshops and individual consultation. Relationship between moderating variables, practice time and previous experience, and dependent variable, degree of teachers' use of computers in teaching was studied. Subjects were 78 faculty members of 3 Catholic private schools in northern New Jersey. Each of schools randomly assigned to 1 of 3 treatments. 1 school was site for the workshops; 2nd was site for individual consultation; and 3rd was site for workshops supplemented by individual consultation. Inservice sessions conducted within schools for 3 months of academic year 1987-88. Emphasis placed on hands-on use of computer. Topics which were covered included: computer technology, computer hardware and software, capabilities and limitations of computers, software evaluation, and integration of computers into curriculum. Dependent variable, degree of teacher use of computers in teaching, as well as moderating variables, practice time and previous use of computers, measured by self-report instrument and recording sheet of use of school's computers. Analysis of 1st hypothesis revealed no significant differences among posttest scores for dependent variable, degree of teacher use of computers in teaching using self-report instrument ($F = 0.616$). Pretest used as covariate in this analysis. Analysis of 2nd hypothesis revealed no significant differences among 3 types of training ($F = 0.232$). No significant differences found to exist among types of training when supplemented by practice time ($F = 0.355$). Finally, no statistically significant relationship was found to exist between dependent variable, degree of teacher use of computers in teaching, and moderating variable, previous experience ($\chi\sp$ = 5.917).

Heltsley, Christina. "A Content Analysis of the Explicit and Implicit Values Implanted in Microcomputer Software in Catholic Elementary Schools." Ed.D., University of San Francisco, 1996.

Students encounter powerful subliminal and explicit messages which telegraph values counter to the Gospel daily via communication media. All curricula in Catholic schools must undergo consistent and rigorous examination to effect the transmission and safeguarding of particular values. Special attention must be paid to influential educational computer software programs which have come into our schools on the favorable tide of public opinion and which have escaped careful scrutiny. Survey research and content analysis were the dual methodologies utilized. All statistically significant differences found in the use of computers favored high SES schools: almost twice as many computers were available for student use, a higher likelihood that particular types of software would exist, a prominence of production software, more minutes of use per week, and students who work alone at a computer much more often. Economically advantaged students felt more proficient and comfortable with the match between their abilities and the difficulty levels of the software. They also perceived more racial diversity in the software they used. Independent of socio-economic status, principals reported that the primary obstacles to effective computer programs were "teachers' knowledge is still too weak" and "lack of teacher training opportunities." Content analysis revealed that the top 5 programs analyzed telegraphed a variety of appropriate and inappropriate values. Females were under-represented in both auditory vocalizations and pictorial representations. Results were mixed as to "persons of color" and "individual differences"; some programs achieved surface equity. The analysis of latent content, however, revealed the presence of both positive and negative subliminal messages. Acts of violence and aggression were not prominent in software programs reviewed. The ideological orientation of every piece of software in use in the Catholic schools must be checked for culturally insensitive, aggressive or other messages contemptuous of the philosophy of Catholic schools.

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